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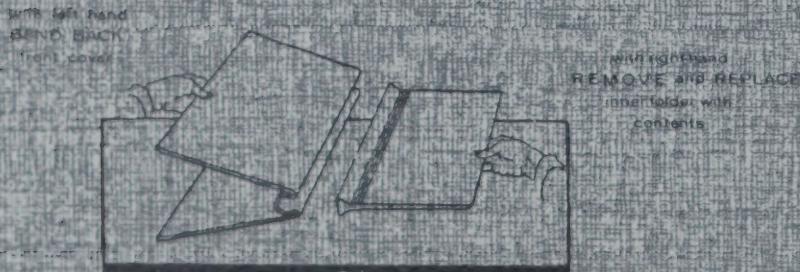


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A BETTER BEGINNING:

The Head Start Alumni Project

Proposal

Revised August 13, 1967

Never Funded in its entirety



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## SUMMARY OF HEAD START ALUMNI PROPOSAL

Parents from Boston's poverty target areas have expressed their desire for education programs for alumni of year round pre-schools. This community resolve has led to the construction of the present Head Start Alumni Proposal.

National studies show that gains made in pre-schools are often lost by the time students reach 3rd and 4th grade. The Head Start Alumni Proposal includes several programs designed to prevent such pre-school gains from "washing out".

### Project Components

This project will provide continuing educational support for graduates of year round pre-school centers. It will include the following:

A. A part-time before and after school\* for 120 young children in the Boston schools, and their parents. This program will seek to develop model curricula in reading, mathematics, and scientific thinking as well as social interaction skills and self concept for public school kindergarten and primary grade students from inner-city areas.

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\*Boston's kindergartens operate on a double shift. It is proposed to operate the part-time program both in the morning for afternoon shift students, and in the afternoon for morning students.



2.

B. A program for parents of Head Start children entering the public schools. This program will serve an "advocacy" function in helping parents to deal with school problems and also seek new ways to help parents to increase the educational and social support which they can provide for their children on their own.

C. A Teachers' Workshop designed to impart those learning experiences which will be of particular help to teachers of young inner-city children; teachers included in the Head Start Alumni proposal will participate. The program will focus on interaction of the child with his community.

D. A scholarship program to send up to 20 Head Start alumni to new independent schools in the community.

E. Cooperation with METCO, a non-profit organization whose objective it is to provide high quality integrated educational opportunities to inner-city children. METCO has agreed to cooperate by making research data available regarding Head Start alumni enrolled.

F. Evaluation of the program calls for selecting students to participate in the various groups on both random and merit bases. Among those items evaluated will be children's reading readiness, numerical awareness, attitude toward school and toward self, as well as ability to interact in social situations, with teacher and fellow students.

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3.

This proposal was written by New England Community Development Corporation and elaborated on by the staff of Roxbury's New School for Children, Harvard Graduate School of Education, Action for Boston Community Development, Inc. and three Area Planning and Action Councils.

3.



## I. Feasibility and Background

During the 1966-1967 school year, six pre-school child development centers by Head Start were operating in Boston: 1) Columbia Point, 2) Hilltop, 3) Orchard Park, 4) St. James, 5) St. Mark's and 6) Tremont Street Methodist. These day care centers are located in housing developments, store fronts and churches in Boston's poverty target areas. Centers are staffed by highly competent, local professionals. Most of the centers employ non-professionals from the poverty target areas as assistant teachers. These non-professionals are given continuous training. Their responsibilities have steadily increased as their competence has grown.

These day care centers are the forerunner of Boston's year round Head Start effort and began to operate under the aegis of Head Start in Summer, 1967. Henceforth in this proposal, these programs will be referred to as 'Head Start' programs.

As Head Start services for Boston's children expand, as parents in the area become increasingly more concerned with the early education of their young, a concern develops for the educational fate of those students who "graduate" from Head Start centers. Increasing evidence that learning gains made in pre-school programs are lost rapidly after children enter public schools in inner-city areas across the nation is the primary cause for concern. "Feedback" from



mothers whose children have already gone from these pre-schools into the Boston school system suggest that Boston is doing no better than other cities in this regard.

In response to those concerns, the New England Community Development Corporation, Roxbury's New School for Children, Harvard Graduate School of Education, Action for Boston Community Development, Inc., and three Area Planning and Action Councils, in consultation with local parents and early school and curriculum specialists in the greater Boston area\*, have developed the Head Start Alumni Proposal. Those designing it have attempted not only to create a project which meets the immediate needs of local pre-school alumni, but also to develop a program which will demonstrate and test out a number of different ways to deal with the growing national problem: dissipation of gains assumed to have been made by pre-schools after public school entry.

With parental support, the Head Start Alumni Project proposes to assign Head Start alumni to alternative 'interventions'. Selection for a particular alternative will be determined on a random basis (except for a few students who will be chosen for the Independent school on a merit basis) so as to make objective evaluation and comparison of the various alternative interventions possible.\*\* Since the per-pupil-cost of these alternatives will vary widely, the project

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\*See Section V, Project Staff

\*\*See Section IV D, Assessment



also hopes to discover, among the less expensive alternatives, a model that will be useful in helping to solve the Head Start follow-through problem nationally.



## II. Related Research and Practice Experience

Nationally, the Head Start program meets three broad needs of children: (1) to develop the ability to comprehend, retain and use abstract concepts; (2) to develop and increase motivation for learning; and (3) to build a better image of self and community.

To date there has been no intensive evaluation to measure the extent to which local Head Start has been successful. However, the rationale for this program and one involving Head Start alumni is based on a large amount of research involving pre-school and early-school-age children. It would be the purpose of this study to offset circumstances similar to those outlined in Max Wolff's study.<sup>1</sup>

Research in the area of language by Carl Bereiter and O. K. Moore suggest that complex language skills can be taught to children at an early age. While it is not the intention of this study to place undue emphasis on any specific language technique, research knowledge pertinent to these skills will be incorporated.<sup>2</sup>

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<sup>1</sup> Max Wolff and Annie Stein, Six Months Later, A Comparison of Children who had Head Start, Summer, 1965, with their Classmates in Kindergarten. A Case Study of the Kindergartens in Four Public Elementary Schools, New York City. Sponsored by the Ferhauf Graduate School of Education, Yeshiva Univ., 1966.

<sup>2</sup> Edmund W. Gordon, "A Review of Programs of Compensatory Education," American Journal of Orthopsychiatry, July, 1965.



## III. Related Research and Practice Experience (continued)

The authors of this proposal are aware, too, of the controversy of private versus public education as documented in Prince Edward County, Virginia. This project would then serve as a measure of local private and public intervention.



### III. Objectives

The objective of the Head Start Alumni Project is to help children to survive, to live, and to grow. The program hopes to meet this objective by:

1. Increasing the quantity and quality of listening and verbal skills - such an objective will be measured by analysis of conversation with students both before and after the study.
2. Strengthening social interaction between children and between adults and children - to be measured by observational techniques measuring frequency and content of interactions.
3. Building the child's self image and social identity - to be measured by child's response to questions concerning himself, his family, and his community.
4. Developing numerical skills and science skills - to be measured by problem solving techniques.
5. Involving parent in planning and evaluating the program; developing meaningful parental participation in the education of their children by being part of that process on a day to day basis.
6. Increasing teachers' effectiveness in working with Head Start alumni.
7. Determining if any intervening procedures keep gains, assumed to have been made in Head Start, from washing out.



#### IV. Mode of Operation

##### A. Service

The service to children and their parents will include a "Surround" or part-time school intervention for children entering the public schools, an independent school intervention and a parent workshop. These are described below:

###### 1. The Part-Time "Surround School" Approach

The part-time approach will seek to exploit some of the non-school time of primary age students in the public schools. Rather than being a "compensatory" or supplementary program, it will partake of a very different philosophy about how best to use the extra school time of children. This program will operate 8 or 10 hours per week both in the mornings and early afternoons. Morning programs will serve children in afternoon kindergartens and vice versa. Extra School programs will be held at some of the Head Start centers from which the students 'graduated.'

A sensible Surround School program must seek not just to supplement the work of the schools, or even to "enrich" the students' curriculum, but must often try to teach the student the same things he is supposed to be learning in school in better and very different ways.



## IV. 2

The part-time Surround School project will employ primary materials and new ways of teaching that will lead to growth, with emphasis on reading skills and mathematical and scientific thinking utilizing the child and his community as the primary resources for learning.

The Surround School Project will be unique in that all experimentation and use of innovative materials will be closely scrutinized by the Inter-APAC Education Committee\* to insure beyond any reasonable doubt that the child in the program will receive benefit as well as be protected from inadvertent misuse or abuse of exploratory, experimental, innovative and research programs. Such indiscriminate research programs may be forthcoming in the wake of major outbursts such as those that convulsively split the serenity of society such as confrontations in Detroit, Milwaukee, Philadelphia, etc.

The content of the reading program will deal largely with subjects relating to the racial and cultural diversity of American life, and draw heavily on the findings of the elementary curriculum development project of Tufts University's

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\*Inter-APAC Education Committee is comprised of elected representatives from the community to APAC's, ABCD, and from Subcontracting Agencies. Duties of the committee are to meet monthly to review fiscal and program progress reports and to recommend changes and implementation of the program.



#### IV. 2a

Lincoln Filene Center for Citizenship and Public Affairs. It will also draw from the concepts of the individualized reading program developed in certain elementary schools in Newton, Massachusetts.

The mathematics and science program will draw heavily on the work of the Elementary Science Study of the Educational Development Corp. and on the "Illinois" Math Project. E.D.C.'s innovative science methods and materials will be utilized. E.D.C.'s function as a regional educational laboratory will be called on so as to maximize input from this distinguished organization. The Surround School will also utilize such concrete devices for mathematical learning as Cuisenaire rods and some of the newer learning tools. The curriculum will hopefully serve as a model for public school programs for primary school students.

The first year of the project will begin Fall and Winter, 1967, at the Kindergarten-Grade 1 level. The project will grow, in relatively "non-graded" fashion, to incorporate seven and eight year olds over the next two years. At the end of this period, the Directors will re-evaluate the need to develop programs for intermediate age children. Presently the assumption is that this project will be restricted to



#### IV. 3

primary level children, focusing principally on children from the ages of five to eight.

The Surround School program will involve approximately 60 students currently enrolled in Head Start type programs and 60 students who have no pre-school experience. The students will meet in out-of-school time 4 or 5 times per week.

#### 2. Independent School Intervention

One of the most and positive responses to the School problem in Roxbury has been the recent emergence of new independent schools in the community. Those schools already in operation, the New School for Children\* and the Roxbury Community School, have largely grown from the efforts of parents dissatisfied with the schools available to their children. (The same is true of the Exodus programs, which buses students to public schools out of the area and, to a lesser degree, of the METCO program to bus students to the suburbs).

The Head Start Alumni Proposal proposes to make scholarships to these schools, and to others presently being developed in the community, available. Under this segment of the project, 20 scholarships would be provided to cover transportation and tuition to these schools.

Three students will be chosen from each of the 6 pre-

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\* See Appendix F, New School Curriculum



## IV. 4

schools included in the project. Two of every 3 students will be chosen on a random basis. The third will be selected by reason of merit. The remaining two scholarships will be awarded by reason of merit.

### 3. Workshop for Teachers of Head Start Graduates

Surround Teachers and Teacher Assistants and Independent School Staff participating in the program will be included in a Teacher's Workshop.

This workshop is briefly described below. See also more complete description in Appendix C attached.

The Workshop is to include Independant School and Surround School Staff.

Purpose: To explore and examine curricula and teaching materials, new ideas and methods that will strengthen and encourage participating teachers for their new roles as teachers of Head Start graduates.

Specific Aims: 1. To work with new materials.  
2. To make site visits to places where such materials are in use.  
3. To hear and to discuss new ideas with specialists who are engaged in creating or working with them.



#### IV. 5

4. To discuss new methods, such as the Bereiter Experiment, to weigh their relative values and to incorporate those that seem relevant into the program.
5. To become acquainted with sources of free and/or inexpensive materials and to learn to make use of them; to learn how to create out of available materials, usable, effective new teaching devices.

Schedule: Fifteen (15) weeks with a flexible schedule dependent upon the availability of the speaker or the site.

Places: After school meetings will be held in the various schools as available. Institutes and site visits will be held whenever they can be conveniently arranged.

Time: After school and on occasional Saturdays.

Paid Personnel: One group leader who has been trained in group techniques. Occasional consultants.

#### 4. Parent Workshops

There is a need to establish within each community a basic understanding of educational concepts. Such understanding becomes the basis for a re-examination of existing



#### IV. 6

educational patterns. The Parent Workshop should be used as a vehicle for providing such change -- its internal operations must be transmitted to the community and absorbed by its members. Parents must become an intrinsic part of this learning process, contributing to the forces of change -- they must become the agents of change.

The Head Start Alumni Project must seek to incorporate community culture and community values into its educational philosophy. This philosophy must be imparted to children, to parents, and to other members of the community.

##### Proposed Parent Workshop Structure

The Workshop will meet once a week for two hours...Sessions will emphasize:

1. Relationship of Head Start Alumni centers to the community. Workshops would deal specifically with classroom structure, the materials and methods employed, and the relationship of five and six year olds to such experiences. Workshops would discuss the schools' attempt to build self-confidence, curiosity, and a desire to think.

2. Relationship of the child's school experience to his home experience. Specific ways of building on the child's experience will be discussed. The child's experience includes play, social interaction with adults and children, and school



IV. 6a

work. Discussion will include methods of building on the child's language skills, social interaction skills, his curiosity, his creative impulses.

3. Curriculum for the workshop will be planned only after consultation with parents and social service workers in the community.



#### IV. 7

4. Social service and health component. The Social Service component will be modelled after Boston's Head Start Social Service and Health programs (see Appendix E) and will include the services of one social worker six community assistants trained to work with social workers, as well as medical, dental and psychiatric help.

5. Food services. The 120 children included in the Surround program will be given lunch and snacks. This service is necessary because children will come direct from the public schools to the Surround class and vice versa. The following schedule is planned (two shifts are described):

<u>Surround</u>	<u>Lunch</u>	<u>Boston Public School</u>
8:30 - 10:30	10:30 - 11:15	11:45 - 2:15
1:00 - 3:00	11:45 - 12:30	8:30 - 11:00

The project would seek to employ as consultants both members of the "professional" and "non-professional" community -- using many of the teachers currently involved in Child Development Centers both within and without the Boston community. The types of consultants employed become vital as means to transmit the philosophy employed in each workshop.



#### IV B: Client Sample

The children included in this study will be 120 children who have participated in a year round Head Start type program, 1966-1967, as well as 120 children who have had no pre-school experience. Some parents will also be instructed (see Section IV D: Assessment) for details.

#### IV C: Community and Organization Elements

While ABCD is the applicant agency for this proposal, the major role in designing and implementing the proposal will be assumed by community groups.

The proposal was written by the New England Community Development Corporation and elaborated by the staff of Roxbury's New School for Children, Harvard Graduate School of Education, Action for Boston Community Development, Inc., and three Area Planning and Action Councils. The program will be subcontracted to New England Community Development Corporation.

The policy making role for assuring the contract's execution will be carried by the Inter-APAC Education Committee. This committee includes members from ABCD, Area Planning and Action Councils, and pre-school staff, as well as subcontracting personnel and ABCD's Citizens' Educational Advisory Committee (see organizational chart; composition and duties of Inter-APAC Education Committee; and personnel committee below).



#### IV D: ASSESSMENT

The results of pre-school experience (academic and social gains), have frequently been found to dissipate over a period of years of ordinary public schooling. Thus, the attempt is made here to ascertain which, if any, specific intervention procedures and programs are effective in preventing pre-school gains from "washing out."

While measurement should not be, and is not the primary purpose of this project, carefully planned evaluation is essential to obtain useful information about the project, and is invaluable in providing guidelines for future educational programs.

##### PURPOSES OF EVALUATION

The purposes of the type of evaluation proposed here are at least threefold:

1. To provide direct indications as to which interventions are effective in improving the academic and social performances of grade school children.

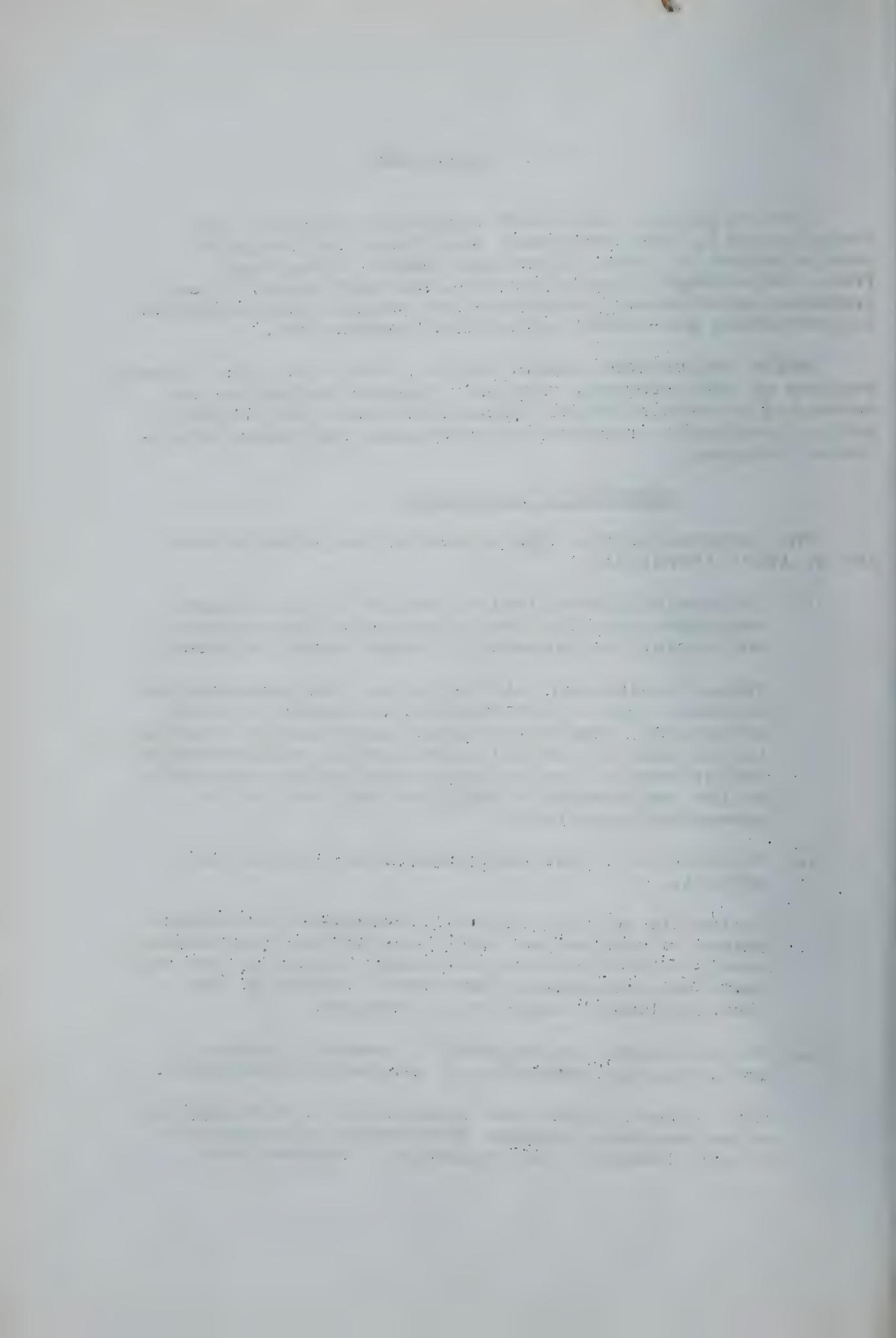
Formal evaluation will (a) permit the determination of which type of intervention is capable of most effectively preserving those gains made by students in pre-school, and (b) allow for the measurement of the effects of the various intervention treatments on the performance of children who have had no pre-school experience.

2. To serve as a continuous monitoring system for the project.

Evaluation of the students' performance at various stages of the project will help project coordinators develop effective ways of dealing with problems that could not conceivably have been foreseen at the "drawing board" stage of the program.

3. To facilitate the training of community people in the design and execution of evaluative procedures.

This project offers the opportunity to directly involve teachers, project coordinators, and parents in all phases of the evaluation. Teachers and



IV D - 2.

project coordinators can be essentially responsible for developing, with whatever technical assistance that is required, test measures that most directly reflect students' performance in terms of the objectives of the various follow-up interventions.

Parents and community workers can be trained to administer those test measures that do not require exceedingly specialized training, and can be responsible for the observation and recording of students' behavior in classroom situations, etc.

This emphasis on "indigenous evaluation" serves (a) to preclude the specter of "outsiders" coming in to do evaluation, and (b) to allow for dissemination of information relating to the techniques of evaluation.

EVALUATIVE DESIGN

This design involves 120 children who have had pre-school experience and 120 children entering grade school with no pre-school experience:

<u>PRE-SCHOOL EXPERIENCE</u>	<u>NO PRE-SCHOOL EXPERIENCE</u>
I.	II.
A. 40 pupils into the Boston Public Schools (BPS) (no intervention)	A* 40 pupils into BPS (no intervention)
B. 45 pupils into BPS with SURROUND SCHOOL and PARENTS' WORKSHOP	B* 45 pupils into BPS with SURROUND SCHOOL and PARENTS' WORKSHOP
C. 15 pupils into BPS with SURROUND SCHOOL and <u>NO</u> PARENTS' WORKSHOP	C* 15 pupils into BPS with SURROUND SCHOOL and <u>NO</u> PARENTS' WORKSHOP
D. 20 pupils into Private Schools	D* 20 pupils enrolled in the Private Schools (must have <u>NO</u> pre-school experience)



IV D - 3.

Hypothesis

The hypothesis to be tested is as follows: that there are no significant differences among the intervention treatments, in terms of students' performance.

That is, that the performances of the students who are given the various types of intervention will not differ when performance is evaluated in terms of reading readiness, numerical awareness, attitudes to school and toward self, as well as ability to interact in social situations with teachers and fellow students.

Questions

More specifically, the following questions are to be answered:

1. Does Surround School help pre-school graduates maintain their gains?

A vs. B & C

2. Is Surround School valuable for pupils who have not had pre-school experience?

A\* vs. B\* & C\*

3. Does Private School help pre-school graduates maintain their gains?

D vs. A

4. Is Private School valuable for pupils who have not had pre-school experience?

D\* vs. A\*

5. If a child has had pre-school experience, does he perform better in Private School than in a Boston Public School?

D vs. A

6. Are Parents' Workshops helpful for pre-school graduates?

B vs. C



7. Are Parents' Workshops helpful for pupils without pre-school experience?

B\* vs. C\*

8. The question of which intervention (Surround Schools, Private Schools, or Parents' Workshops) is the most effective, is answered by comparing a given intervention in I with all others in I; or a given intervention in II with all others in II.

9. Direct comparisons of the performances of pre-school graduates with those of pupils without pre-school experience are made by comparing a given intervention in I (say, A) with the same intervention in II (say, A\*).

SELECTION AND ASSIGNMENT OF SUBJECTS

Groups

The 120 children with pre-school experience will be assigned to three treatment conditions and one control condition. The 120 children with no pre-school experience will be chosen, in corresponding numbers, for the same four conditions.

The groups are as follows:

1. Boston Public Schools (Control Groups A and A\*). Forty pre-school children and 40 children with no pre-school experience will constitute the Control group. These children will receive no intervention, but will be evaluated each time (and in the same manner as) the other students are evaluated.

The performance of the Control group children thus yields a base against which to compare the performances of the students who receive the various treatments.

2. Surround School with Parents' Workshop (Groups B and B\*). Forty-five pupils with pre-school experience and 45 pupils without pre-school will go into the Boston Public Schools, but will be given



IV D - 5.

special help in Surround School. In addition, the parents of these children will participate in a Parents' Workshop.

3. Surround School with NO Parents' Workshop (Group C and C\*). Fifteen pupils with pre-school experience and 15 pupils without pre-school will go into the Boston Public Schools, but will be given special help in Surround School.

However, the parents of these children will not participate in a Parents' Workshop.

The comparison between the performance of the children whose parents participate in the Workshop and that of the children whose parents do not gives a direct indication of the effectiveness of the Parents' Workshops.

4. Private School (Groups D and D\*). Twenty pre-school pupils assigned to Private Schools and 20 pupils enrolled in the Private Schools (but with no pre-school experience) will constitute the Private School group.

Random Assignment to Treatments

It is important, from an experimental research point of view, that children be randomly assigned to the various conditions. This must be done in order to assume that any potentially biasing factors that would lead children to be otherwise chosen for a particular treatment or would lead parents to prefer a particular treatment would be cancelled out.

For instance, if a certain number of parents were to choose to have their children receive a particular treatment X, while a second group of parents choose to have their children receive no special treatment, it becomes impossible to determine if the superior performance of children receiving treatment X is due to the effects of that treatment or to the greater degree of parental concern on the part of the parents of treatment X children.

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#### IV D - 6.

Although the children to be involved in this project are herein referred to as "subjects," it must not be overlooked that we are indeed dealing with children. Thus, the strict requirement of random assignment to groups must be compromised to the extent necessary to meet the needs and wants of parents and children.

Therefore, especially in the case of those children awarded scholarships to the Private Schools, a balance must be struck between the number of assignments made to Private Schools on the basis of random selection and those made on the basis of some criteria of merit. It is felt that this may be done without unduly compromising the design and intent of this research.

#### Matched Groups

The evaluative design calls for an equal number of children with pre-school experience and children with no such experience in each of the five conditions. It will be noticed that this arrangement allows a direct comparison of the performance of pre-school graduates and children with no pre-school (except in condition D vs. D\* where the comparison is confounded by the issue of self-selection vs. partial random selection).

It is important, therefore, that the pre-school graduates and the children with no pre-school experience differ only in having had or not having had pre-school. Thus, the two groups must be matched on all variables (other than pre-school experience) that might potentially contribute to differential performance: age, sex, and as nearly as possible, family history.

It is readily seen that the design allows for a post-hoc determination of the effectiveness of pre-school experience by, for instance, comparing the performance of children in Group A with those in Group A\*.

#### Number of Evaluations

It is expected that at least three distinct sets of evaluations will be conducted: (a) at, or shortly before, the inception of the project, (b) at some point midway during the course of the project, and (c) at the conclusion of the project.



## IV D - 7.

The evaluation made at midpoint appears to be particularly useful for giving project coordinators and teachers guidelines for redefining objectives and improving procedures.

### Instruments

The wholesale use of standardized tests of intelligence and personality is to be eschewed in this project because it is felt that the measures to be used must be more sensitive to the broader scope and emphaisis of this particular program. Therefore, the use of the Wechsler Intelligence Scale for Children and a carefully chosen standardized childrens' personality test will be complemented by the use of a variety of measures designed to determine changes in the academic ability and social behavior of the children.

Measures will be constructed which are most relevant to, and most directly reflect, the curricula and objectives of the various treatments.

It is expected that teachers, parents, and community workers will be primarily responsible for the administration of test measures and the recording of behavioral observations.

Technical assistance, as well as the synthesis and interpretation of data will be provided by evaluation consultants.

### Statistical Analysis

The data to be collected appear to quite readily lend themselves to analysis by standard statistical techniques. Among those statistics used will be the analysis of variance and tests for matched samples.

### Relevance to Educational Planning

This study is aimed not only at determining which intervention approaches are most effective, but is also designed to discover which approaches work better for which groups of children.

Therefore, the data further will be analyzed to determine what particular aspects of the various interventions are important in the effectiveness of these interventions. For instance, if a particular intervention is successful in improving the pupils' reading readiness, the curriculum used might be examined for its potential application to other educational systems.



IV E: Continuity

After a first year of operation, it is proposed to expand the program to a city-wide APAC program incorporating those interventions which have proved most successful. OE and OEO funding will be sought for such expansion.

IV F: Program Diffusion

Articles concerning the project will be submitted to the IRCD Bulletin and to pertinent journals in areas of early childhood education. The program will also communicate with and seek to involve other APAC's in Boston as well as Boston Public Schools and non-public schools in the area. Reports will be made to parents in Boston's poverty area.



#### IV G: Overall Surround Strategy

The Head Start Alumni Project relates to an overall out of school educational strategy for Boston. This strategy, which we will call "Surround" seeks to give educational help to students of all ages.

Surround begins with Head Start, which in Boston is administered through ABCD, the APAC's, and various Child Development Centers.

Surround continues with the Head Start Alumni Project emphasizing parent involvement, teacher training as well as programs for students.

##### 1. Tutorial Programs

Tutorial programs are conducted in each of ABCD's ten poverty target areas. During the 1966-1967 season, 2300 children were tutored once or twice a week. Tutors are volunteers: college students, high school students, community parents, and teachers.

Although reading and arithmetic are most frequently taught, Negro history, art, music, and drama are also included in tutorial curricula. Tutorials have been popular with children and with their parents. The strength of these programs, which reach students 6-16, is attributable both to the high quality of the teaching and to the friendships which grow up between tutor and tutee.

##### 2. Summer Programs: Educational Enrichment Programs and Others

The Educational Enrichment Program, which offers an enriched summer school experience for able students, has



#### IV G - 2.

been functioning in Boston since 1965. This program, conducted in some of the leading independent schools in the area, provides an integrated school experience for inner-city children.

Other summer programs for slow, bright, and average students have been sponsored by local colleges and social agencies. These programs have provided remediation, recreation, and enrichment to Boston's school age youngsters.

#### 3. Neighborhood Youth Corps School, Upward Bound

Surround Strategy, also includes programs for teenagers, both those who have failed to 'make it' in the public schools, and those who have done well and are being encouraged to enter college.

In Boston, the N.Y.C. School for dropout youths seeks to give students both skill training and basic education.

Upward Bound offers structured summer programs and winter tutorial help to able students. The program encourages students to apply for college, and improves their chances for entering and succeeding in college.

#### 4. Adult Education

Surround focuses on the educational requirements of adults, both with respect to employment opportunity and education interests.

Boston's adult education program, now being organized, will relate to ABCD's Neighborhood Employment Centers and Orientation Centers. These latter will provide skill



IV G - 3.

training and adult basic education to individuals who are seeking to enter the job market or to upgrade their job opportunity.

Adult Basic Education will also be included in education programs offered by the Area Planning and Action Councils.



## V. JOB DESCRIPTIONS - STAFF

### 1) Coordinator: Salary - \$10,000 (Full-Time)

#### Qualifications

M.A. in early childhood education or equivalent.  
Two years experience in Head Start programs as  
teacher or director.  
Administrative experience.  
Demonstrated ability to work with people.

#### Duties:

- a. To serve as central communication link between Surround School Programs, Parents' Workshops, Teachers' Workshops, Independent School Program, and all other project components.
- b. To coordinate and help implement evaluation of the Open School programs.
- c. To call regular meetings of the Head Start Alumni personnel.
- d. To prepare monthly progress reports.
- e. To report to Inter-APAC Education Committee.

### 2) Teachers: Salary - \$7,500 (3/4 time)

#### Qualifications

Each pre-school class will have one certified teacher. As a condition of the grant, it is required that the teacher have at least a high school diploma or the equivalent and completed courses of study in early childhood education. This person must have demonstrated her ability to work well with pre-school children, preferably disadvantaged children.

A basic qualification in the selection of the teacher should be sensitivity to the special needs of the population served. The teacher must understand the social forces that have conditioned the behavior of the children and their parents. Rather than blame



them for being as they are, the teacher must accept these families as she finds them, respecting social or cultural differences.

Duties:

To participate in the orientation program offered by universities and local Community Action Agency.

To plan and implement the daily program so that it meets the needs of the group and the individual children: to develop specific experiences directed toward developing language skills, audio and visual perception and discrimination, improving self-image, major coordination and socialization skills.

To work closely with parents to include them as participants in the child's education and growth.

To organize monthly conferences with staff and parents.

To cooperate with all other personnel in meeting the needs of the children.

To keep observational data and behavioral records.

To cooperate with the Educational Supervisor in the preparation of required reports.

3) Assistant Teachers: Salary - \$4,400 (3/4 time)

Qualifications and Duties:

An Assistant Teacher will be a non-professional resident from the local community, preferably, a neighborhood mother. She will help with daily activities of child care such as eating and toilet routines, singing, painting, and providing general assistance under the teacher's supervision. The Assistant Teacher should have an interest in young children and the ability to work with them. She should be a friendly person who relates easily to children and adults. Flexibility, a sense of humor, patience, tolerance and warmth are important attributes for the person assisting the teacher with the educational program. She should have the maturity to accept direction and supervision.



4) Parent Workshop Director: Salary - \$7,500 (Half-Time)

Qualifications:

Experience and knowledge of Head Start program and its objectives.

Social Worker or Head Start Teacher who has had experience working with parents.

Duties:

- a. To plan for and conduct Parent Workshops in collaboration with Surround School Teachers and other members of the staff.
- b. To submit reports to Coordinator.
- c. To coordinate with evaluation team.

5) Teachers' Workshop Director: Salary - \$7,500 (Half-Time)

Qualifications:

Teaching experience - M.A. or equivalent - training teachers.

Sensitive to and experience with indigenous people.

Duties:

- a. To plan for and conduct Teachers' Workshop in collaboration with Surround School Teachers and other members of the staff.
- b. To submit reports to Coordinator.
- c. To coordinate with evaluation team.

6) Secretary: Salary - \$5,000 (Full-Time)

Qualifications:

Good typing and shorthand skills; filing and recordkeeping.

Duties:

Secretarial duties.



7) Evaluation Director:                   Salary - \$9,000

Qualifications:

M.A. or equivalent in educational research or experience with research design and evaluation. Demonstrated ability to work with people and sensitive to the needs of the community.

Duties:

- a. To design an evaluation procedure for the H.S.A.P.
- b. To establish and coordinate evaluation procedures in total project.
- c. To report to Inter-APAC Education Committee and include committee recommendations.
- d. To analyze data from the program.
- e. To prepare progress reports and final reports.

8) Monitor:                           Salary - \$7,500

Qualifications:

B.A. in early childhood education or equivalent. Experience in teaching or in education activity: textbook editing, research, etc.

Duties: Program

- a. To visit all education programs included in the H.S.A.P. once a month (minimum).
- b. To analyze monthly reports and to notify the project coordinator of the Inter-APAC committee and ABCD if in his opinion the program requires changes.
- c. To plan necessary changes with the coordinator of the programs.
- d. To prepare progress reports for OEO with help of monthly reports from subcontractor.



### Fiscal

- a. To analyze monthly budgetary reports from subcontractor.
- b. To recommend changes in budgetary allocation if necessary to coordinate into APAC education.
- c. To prepare monthly budgetary statements with ABCD Field Operations Department.

9) Social Worker: Salary - \$8,000

### Qualifications:

Degree from an accredited college or university with a major in social science. Graduate degree or courses in social work, sociology or education desirable.

Social Workers must be sensitive to the special needs of the population served. They must understand the social forces that have conditioned the behavior of parents and their children. Rather than blame them for being as they are, the social worker must, in practice as well as in theory, accept these families as they find them, respecting social or cultural differences.

Must be sensitive to the selection of non-professionals for volunteer and paid positions and be able to communicate confidence in their ability to function.

### Experience:

A minimum of three years of paid, professional experience, preferably at the neighborhood level.

Experience in working with persons of low-income and of various racial, ethnic and educational backgrounds. Must be able to work on an interdisciplinary team.



Duties:

The Social Worker shall service 4-6 pre-school classes, and duties will include the following:

- a. Responsible for supervision and in-service training of 4-6 community assistants.
- b. Initiate referrals to appropriate agencies or Head Start program components.
- c. Provide short-term case work services to families where necessary.
- d. Provide consultative services to teachers and others working with children. Seek advice and cooperation of sponsors.
- e. Bring all appropriate district and city-wide resources to bear on the problems within the local community in an effort to solve these problems.
- f. Work with all related professional and non-professional personnel in whatever ways necessary to implement the provision of Social Services and community participation.

10) Community Assistant: Salary - \$5,000

Qualifications and Duties:

Community Assistants must have a strong interest in and ability to work with parents and other neighborhood residents. Other desirable qualifications include: the ability to listen with understanding, the ability to provide warmth and acceptance despite social or cultural differences, the ability to communicate enthusiasm and the maturity to utilize supervision in further development of skills. They will work under the supervision of a professional social worker. Their duties will include:

- a. Organizing and staffing parent groups under supervision.



- b. Interpreting the Child Development Center program to parents.
- c. Interpreting parents' needs to Child Development Center staff.
- d. Providing home guidance, health and homemaker service to families when needed.

11) Bookkeeper: Salary - \$5,000

Qualifications:

Training in bookkeeping and typing.

Duties:

Bookkeeping



ACKNOWLEDGEMENTS

Individuals who have helped plan the Head Start Alumni Project include members from the professional community, staff and directors from Boston's Child Development Centers, Independent School staff, METCO staff, Inter-APAC Education committee members, as well as Head Start and Education staff of ABCD.

The following members of the professional community have generously given of their time in planning the program.

Mrs. Sandra Alexanian	- Boston University
Dr. Courtney B. Cazden	- Harvard Graduate School of Ed.
Mrs. Barbara Kaban	- Harvard Graduate School of Ed.
Dr. Harvey Pressman, E.D.C.	- President NECDC
Dr. Harold Rüvin	- Boston University School of Ed.
Mr. Spencer Swinton	- Harvard Graduate School of Ed.
Mr. Michael Ward	- Harvard Graduate School
Dr. Burton White	- Harvard Graduate School of Ed.

Independent School staff who have participated include  
Mrs. Bernice Miller, Headmistress, The New School, Roxbury, Mass.

Child Development Center staff and board members who have helped plan the program include:

Kathryn Bulls and Zelinda Makepeace	- Orchard Park Pre-School
Doris Carter	- St. Mark's Pre-School
Father Neil Hastie and Pauline Phelps	- St. James' Pre-School
Father Royden Richardson and Ruth Barkley	- Tremont Street Methodist Pre-School
Judith Rollins	- Hilltop Center
Mr. Sibley Higgenbothem and Marjeanne Vacco	- Columbia Point Pre-School

METCO was represented by Elizabeth Johnson.

Inter-APAC Education Committee members whose suggestions and criticism have been invaluable include:

Beverly Mitchell, Mark Goode, Jim Wilkins	- Education Committee, Roxbury
Ruth Barkley	- Education Committee SNAP
Joan Whittaker	- Assist. Ed. Director SNAP



Shirley Harrington - Education Director, Columbia Point  
Ralph Pred - Education Director, Jamaica Plain  
Archie Williams, David Smith  
and many others - NECDEC

ABCD Head Start Staff and Education Staff including:  
Rheable Edwards - Head Start  
Hannelore Vanderschmidt - Education



VI. Facilities

The study will be housed in the pre-school centers from which the children graduated. Where space is not available mobile units will be rented and parked nearby.

VII. Financing

A budget is attached.



## Office of Economic Opportunity

## APPLICATION FOR COMMUNITY ACTION PROGRAM

FORM APPROVED.

BUDGET BUREAU NO. 116-R019

## CAP 7. COMPONENT PROJECT: CONDUCT AND ADMINISTRATION

This form is to be used to apply for a conduct and administration grant under Section 205 of Title II-A  
Economic Opportunity Act of 1964.

APPLICANT AGENCY	ACTION FOR COMMUNITY DEVELOPMENT, INC.	COMPONENT PROJECT NO.	7.	DO NOT FILL IN (For Administrative Use)
------------------	-------------------------------------------	-----------------------	----	-----------------------------------------

## DESCRIPTIVE TITLE OF PROJECT

Head Start Alumni

PROJECT Describe the component project, using only the space below:

Follow-up Project on Head Start children

PROGRAM Attach a description of the work program for this component project, following the requirements for such a work program contained in the CAP GUIDE.

in the CAP GUIDE.

## AREA AND GROUP TO BE SERVED

LOCATION AND TYPE Describe the location within the community of the people to be served and the type of population to be served (pre-school, aged, families with children, etc.)

in the CAP GUIDE.

ATION TO BE SERVED How many people will be served directly by this component project?

How many of these are poor?

## DELEGATION OF ACTIVITIES TO OTHER AGENCIES

## NAME AND ADDRESS OF DELEGATE AGENCY

following information is to be provided if any part of the component project is to be carried out by an agency other than the applicant.

GENCY Is the delegate agency a (check one):

PUBLIC AGENCY  PRIVATE NONPROFIT ORGANIZATION  INSTITUTION OF HIGHER EDUCATION  
 OTHER (Specify)

OF DELEGATION Attach a statement describing:

degree of responsibility that the delegate agency will have in carrying out the component project.

qualifications of the delegate agency to undertake and complete the component project.

out in which the applicant agency will supervise and/or coordinate the activities of the delegate agency.

ANCE OF COMPLIANCE ON CIVIL RIGHTS Attach a fully executed copy of the Civil Rights Compliance Form for each delegate agency.

Civil Rights Compliance Form for each delegate agency.

## PREVIOUS APPLICATION

component project, in substantially its present form, ever been the subject of a previous application for Federal financial assistance?

If "Yes", attach an explanatory statement.

NO If "Yes", attach an explanatory statement.

## BUDGET

COST CATEGORY	ESTIMATED COST
PERSONNEL	\$ 159,165
CONSULTANTS AND CONTRACT SERVICES	9,960
TRAVEL	3,000
RENTS AND EQUIPMENT	19,600
COSTS AND RENTALS	23,380
TABLE SUPPLIES	2,043
LEASING, PURCHASE OR PURCHASE OF EQUIPMENT	40,943
OTHER COSTS	258,091
AL ESTIMATED COST OF PROJECT	\$ 258,091
FEDERAL CONTRIBUTION	
FEDERAL GRANT REQUESTED UNDER ECONOMIC OPPORTUNITY ACT	\$

7.4.1 BUDGET DETAIL Attach a statement giving the basis for estimating the cost of this component project, in accordance with the instructions set forth in the CAP GUIDE. Where convenient, the cost estimates should be shown on CAP Form 23 (Budget for Component Project).

7.4.2 PERIOD OF GRANT How long will this component project be financed by the grant requested in this application?

## NUMBER OF MONTHS



Applicant \$141,689  
legate \$116,402

**TOTAL \$258.091**

Office of Economic Opportunity  
APPLICATION FOR COMMUNITY ACTION PROGRAM

FORM APPROVED  
SUBJECT TO RECALL 116-401

## **BUDGET FOR COMPONENT PROJECT**

accompany each component project form (CAP 6, CAP 7, or CAP 8) in applying for a grant under Sections 703, 705, or 706 of the Economic Opportunity Act of 1964. Applicants are not required to use this form -- they may submit a budget which contains information in the same order as on the form.

ANT

DO NOT FILL IN: (For Administrative Use)

BD, Inc.

## PROJECT

**COMPONENT PROJECT NO.**

1 Start Alumni - Evaluation Component

## PERSONNEL

PERSONNEL EMPLOYED BY APPLICANT AGENCY

POSITION OR TITLE	SALARY PER MONTH	PERCENT OF TIME ON PROJECT	NUMBER TO BE EMPLOYED	COST
Search Associate		100%	12	\$ 9,000
Secretary		100%	12	5,000
Community Workers @ \$5,000		100%	12	30,000
Bookkeeper		100%	12	5,000
Project Monitor		100%	12	8,000
Child Worker		100%	12	8,000
				\$ 65,000

**16 OF FRINGE BENEFITS (Indicate basis for estimate)**

ing Costs @ 15% 9,750

SUB-TOTAL, PERSONNEL EMPLOYED BY APPLICANT AGENCY. \$ 74,750

**PERSONNEL EMPLOYED BY DELEGATE AGENCY (ISS)**

**107.8 FRINGE BENEFITS (Indicate basis for estimated)**

SUB-TOTAL, PERSONNEL EMPLOYED BY DELEGATE AGENCIES

**TOTAL, PERSONNEL** \$ 74,750



## APPLICATION FOR COMMUNITY ACTION PROGRAM

## BUDGET FOR COMPONENT PROJECT (Continued)

## CONSULTANTS AND CONTRACT SERVICES

## CONSULTANT SERVICES

ITEM OF SERVICES	BASIS FOR COST ESTIMATE	AMOUNT TO BE PAID
Consultant Consultant	10 days @ 100/day 40 days @ 100/day	\$ 1,000 4,000

## SUB-TOTAL CONSULTANT SERVICES

\$ 5,000

## OTHER CONTRACT SERVICES

ITEM OF SERVICES	BASIS FOR COST ESTIMATE	AMOUNT TO BE PAID
Assessing Dental Services	50 days of Clerical Help x 20/day 120 children @ 23/child	\$ 1,000. 3,960

## SUB-TOTAL, OTHER CONTRACT SERVICES

\$ 4960

## TOTAL, CONTRACT SERVICES

\$ 9960

## TRAVEL

ITEM	BASIS FOR COST ESTIMATE	COST
		\$
		0

## TOTAL, TRAVEL COSTS

\$ 0

## SPACE COSTS AND RENTALS

ITEM	BASIS FOR COST ESTIMATE	COST
	150 Sq ft/person x 11 people x 400/yr.	\$ 6,600

## TOTAL, SPACE COSTS AND RENTALS

\$ 6,600

## CONSUMABLE SUPPLIES

ITEM	BASIS FOR COST ESTIMATE	COST
Materials	120 Student x 1150/month/12 months	\$ 2,000
22	10 people x 50	500
Ticks	120 x .25/day x 180 days	16,200
	120 x 110/day x 40 days	480
		17,180

## TOTAL, CONSUMABLE SUPPLIES

ITEM	BASIS FOR COST ESTIMATE	COST
	10 desks @ 100 10 chairs @ 30 Purchase 1 manual @ 125, Rent 1 Elsc @ 9/month	\$ 1,300 233

## TOTAL, RENTAL, LEASE, OR PURCHASE OF EQUIPMENT

\$ 1,533

## OTHER COSTS

ITEM	BASIS FOR COST ESTIMATE	COST
	10 lines @ 290/yr	\$ 2,920
65	20 @ 660	13,200
15	60/month x 17 mo.	720
12	10% of total Direct Federal Cost	12,826
12		29,666

## TOTAL, OTHER COSTS

\$ 29,666

## GRAND TOTAL, COST OF COMPONENT PROJECT

\$ 141,689

OSA DC 60-11619



• \$116,402 Total

Office of Economic Opportunity  
APPLICATION FOR COMMUNITY ACTION PROGRAM

FORM AS PROPOSED,  
BUDGET BUREAU NO. 116-40-3

### **BUDGET FOR COMPONENT PROJECT**

is to accompany each component project form (CAT 6, CAT 7, or CAT 8) in applying for a grant under Sections 204, 205, or 206 of the Economic Opportunity Act of 1964. Applicants are not required to use this form - they may substitute a typed budget which contains the same information in the same order as on the form.

**APPLICANT**

**DO NOT FILL IN: (For Administrative Use)**

3CD, Inc.

**NAME OF PROJECT**

**COMPONENT PROJECT NO.**

## Start Alumni - Education Component

PROLOGUE

**PERSONNEL EMPLOYED BY APPLICANT AGENCY**

**COST OF FRINGE BENEFITS (Indicate basis for estimate)**

SUB-TOTAL, PERSONNEL EMPLOYED BY APPLICANT AGENCY \$

**PERSONNEL EMPLOYED BY DELEGATE AGENCY(IES)**

POSITION OR TITLE	SALARY PER MONTH	PERCENT OF TIME ON PROJECT	MONTHS TO BE EMPLOYED	COST
Coordinator @ \$10,000		100	12	\$10,000
Teachers Surround @ \$7,500		75	12	33,750
Ass't. Teachers @ \$4,400		75	12	19,800
Parent Workshop Director @ \$7500		50	12	3,750
Teacher Workshop Director @ \$7500		50	12	3,750
Secretary @ \$5,000		100	12	5,000
				76,050

#### LIST OF FRINGE BENEFITS (Indicative basis for estimate)

Ex-ge Costs @ 11%	8,365
NEC. DEC	
SUB-TOTAL, PERSONNEL EMPLOYED BY DELEGATE AGENCY(IES)	\$ 84,415
TOTAL, PERSONNEL	\$



## APPLICATION FOR COMMUNITY ACTION PROGRAM

**BUDGET FOR COMPONENT PROJECT (Continued)**

## CONSULTANTS AND CONTRACT SERVICES

## CONSULTANT SERVICES

TYPE OF SERVICES	BASIS FOR FEE ESTIMATE	FEES TO BE PAID
	SUB-TOTAL, CONSULTANT SERVICES	\$ 0
TYPE OF SERVICES	BASIS FOR COST ESTIMATE	FEES TO BE PAID
		\$ 0
	SUB-TOTAL, OTHER CONTRACT SERVICES	\$ 0
	TOTAL, CONTRACT SERVICES	\$ 0
	TRAVEL	
ITEM	BASIS FOR COST ESTIMATE	COST
Travel out of State	8 trips at 105/trip 20 miles/wk x 50 weeks x 10 staff Conferences and CEO meetings in NY and Washington	\$ 1,000 4,000 1,000
	TOTAL, TRAVEL COSTS	\$ 3,000
	SPACE COSTS AND RENTALS	
ITEM	BASIS FOR COST ESTIMATE	COST
Office rooms	400 Sq. ft. x 250/ft Mobile classrooms, quoted by manufacturer	\$ 1,000 12,000
	TOTAL, SPACE COSTS AND RENTALS	\$ 13,000
	CONSUMABLE SUPPLIES	
ITEM	BASIS FOR COST ESTIMATE	COST
Supplies applied	250/child x 120 children 16 people x 25/person	\$ 3,000 1,200
	TOTAL, CONSUMABLE SUPPLIES	\$ 4,200
	RENTAL, LEASE, OR PURCHASE OF EQUIPMENT	
ITEM	BASIS FOR COST ESTIMATE	COST
Lev. offices	2 desks @ 100; 2 chairs @ 30 125 x 2	\$ 260 250
	TOTAL, RENTAL, LEASE, OR PURCHASE OF EQUIPMENT	\$ 510
	OTHER COSTS	
ITEM	BASIS FOR COST ESTIMATE	COST
Overhead	\$10/person x 16 2 @ 290/yr 10% of Direct Federal Cost	\$ 160 580 10,537
	TOTAL, OTHER COSTS	\$ 11,277
	GRAND TOTAL, COST OF COMPONENT PROJECT	\$ 116,402



Negotiations of Head Start Alumni Proposal

Personnel Committee: Constitution

1 - NECDEC representative	1
1 - representative each child development center (as determined by Board of Directors of that center or Parent Advisory Committee if no board of directors.)	6
1 - representative from ABCD Education Committee	1
1 - board and staff member each APAC	6
1 - APAC member from CEAC outside area involved	1
1 - non-voting education staff	1
1 - non-voting Head Start staff member	1
	<u>17</u>

All staff non-voting except if board member  
unable to attend.

Duties

To select Workshop Directors, Project Coordinator,  
Evaluation staff, and Consultant. Project Coordinator to  
be elected by 2/3 vote of those present.

The participating schools will hire own staff.

Inter APAC Education Committee: Constitution

3 - board members each APAC, one of these to be CEAC member	
1 - CEAC member from APAC outside area involved with Education Director	
2 - APAC Education staff members from each APAC in program (non-voting)	
1 - Project Coordinator (non-voting)	
1 - Project Monitor (non-voting)	
1 - Head Start staff member (non-voting)	

Duties

To meet monthly to review fiscal and program progress  
reports, recommend changes and implementation of program.

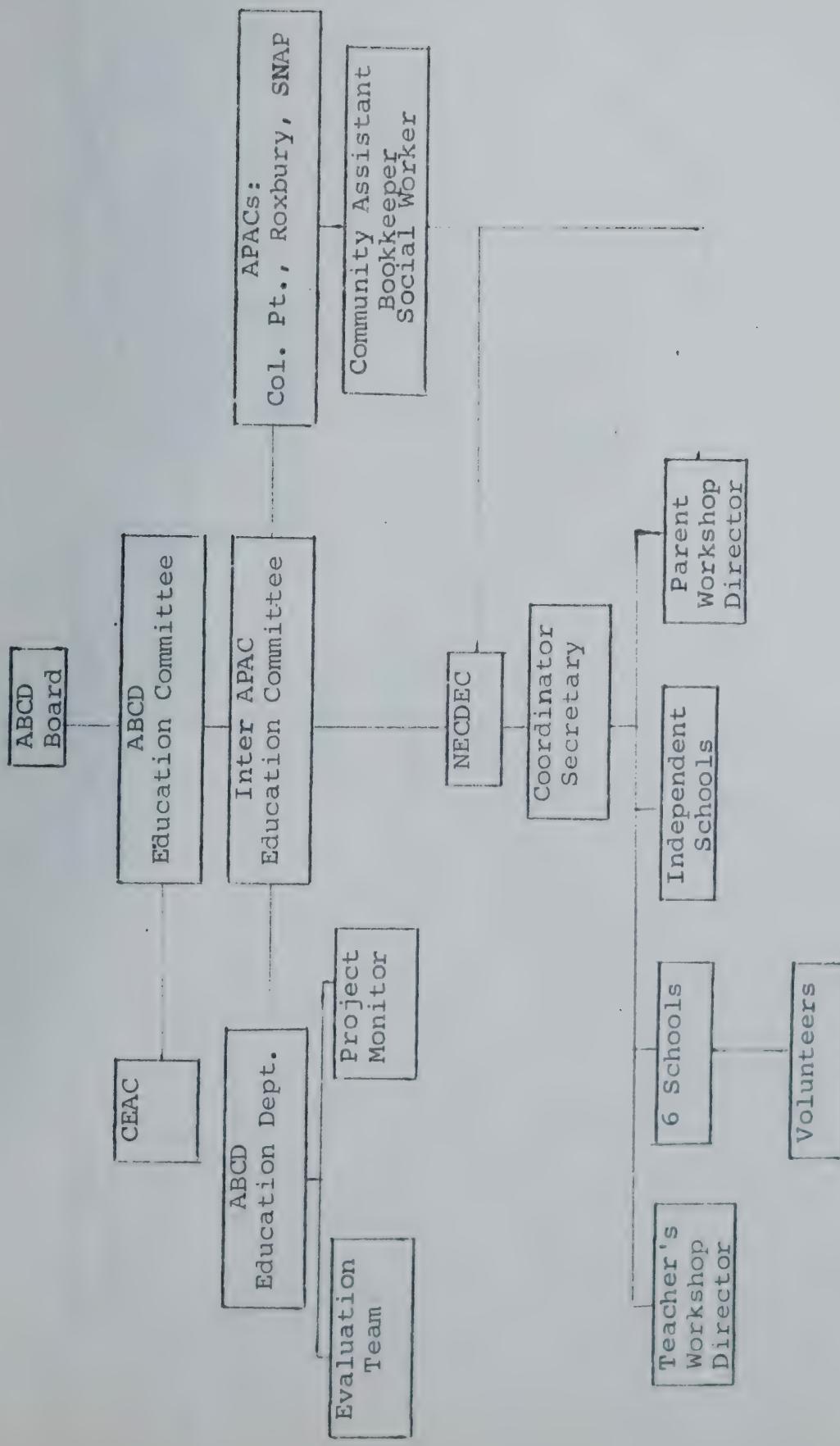
After one year's operation, the Head Start Alumni Proposal  
will revert to the APAC's. At that time, NECDEC program re-  
sponsibility will cease.

Bookkeeper:

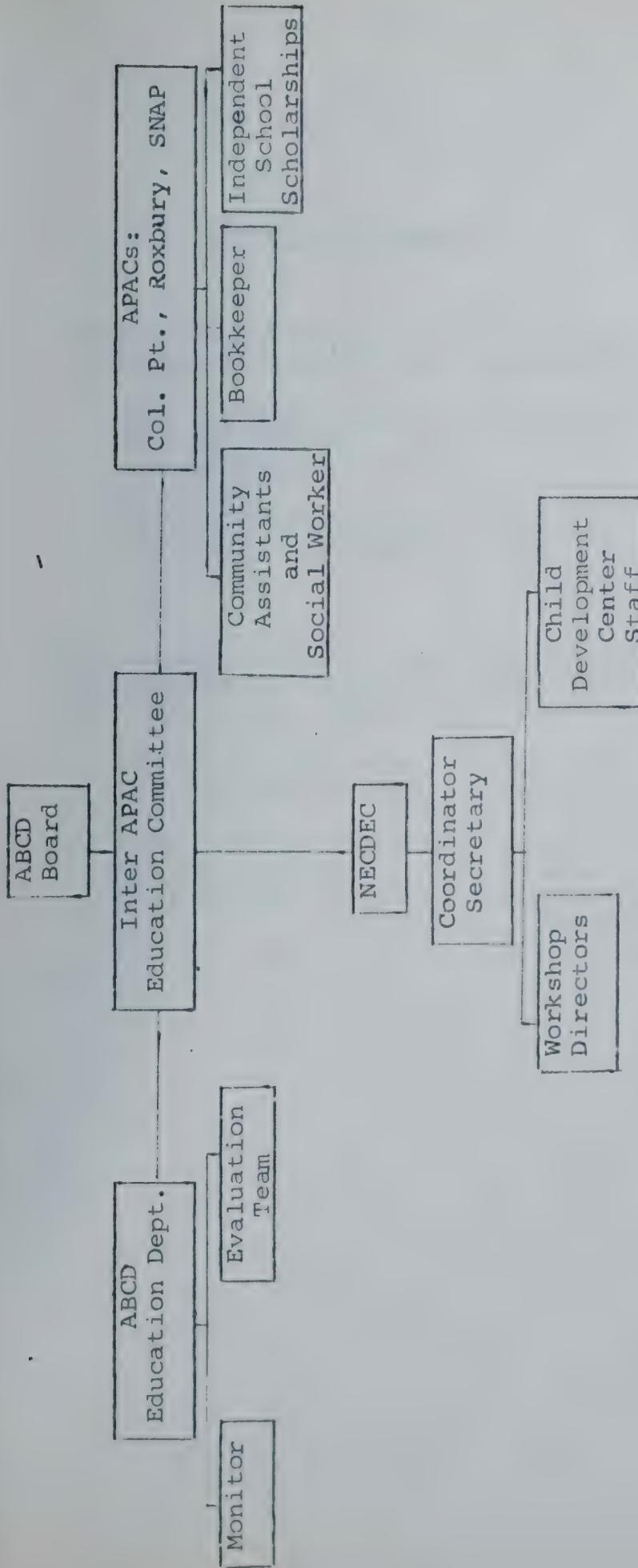
Bookkeeper is to work approximately 1/2 time with NECDEC  
Coordinator. Volunteers will be sought for this position if  
possible.



Head Start Alumni Proposal  
Program Responsibility









APPENDIX - B

Letters of Intent

Letters of Intent are attached from the following cooperating agencies and organizations.

New England Community Development Corporation  
The New School  
The Community School  
Hilltop  
Tremont Street Methodist Church  
St. James Pre-School

The following individuals have indicated their willingness to consult for the program pending approval by the Inter-APAC Education Committee:

Dr. Harvey Pressman	- Education Development Corporation
Dr. Courtney Cazden	- Harvard Graduate School of Education
Mrs. Sandra Alexanian	- Boston University
Dr. Harold Ruvin	- Boston University
Mrs. Barbara Kaban	- Harvard Graduate School of Education
Michael Ward	- Harvard University



NEW ENGLAND COMMUNITY DEVELOPMENT CORPORATION  
366a. Blue Hill Avenue  
Roxbury, Massachusetts 02121  
TELEPHONE  
427-6522

MEMORANDUM

To: APAC's and others concerned with Headstart Alumni  
From: Archie R. Williams  
Subject: NECDC

We are a chartered private non-profit corporation incorporated in order to develop and administer social programs in a thirty-five block area of upper Roxbury.

To date, the majority of our experience has been in educational programs and our expertise and experience in this area is large. The Hilltop school was started two years ago and has completed two years of extremely successful operation. Now functioning with a budget of \$200,000 and with a staff of 35, Hilltop, and through it, NECDC has developed unique capacities in the field of education.

On the NECDC Board of Directors are several noted educators whose council and advice was in part responsible for bringing the alumni proposal to its present state. These include Harvey Pressman, formerly of Tufts University and now associated with Educational Services Incorporated; Dr. Burton L. White of the Harvard Graduate School of Education and Kiyo Morimoto, Director of the Harvard Bureau of Study Council.

The NECDC administrative staff includes a lawyer and an experienced community organizer, both with wide experience in the Roxbury and South End communities.

At the present time the books of the corporation and the school are handled by the firm of Henry J. Bornhofft.

I hope this is sufficient. If not, please call either myself or Dave Smith.

ARW/lr  
6-22-67



NEW ENGLAND COMMUNITY DEVELOPMENT CORPORATION

Board of Directors

Harvey Pressman, President

Phyllis Davis, First Vice President

Janice Janey, Second Vice President

Burton L. White, Treasurer

Archie R. Williams, Clerk

Denis A. Blackett

Joseph Bower

Richard Carle

H. Peter Karoff

Samuel Mintz

Kiyo Morimoto

Johnnie Reese

Ralph P. Hoagland, III

Alan Clark

Mary Robinson



# ENGLAND COMMUNITY DEVELOPMENT CORPORATION

Avenue

Roxbury, Massachusetts 02121

Tel.: [REDACTED]  
427-6522

August 7, 1967

Mrs. Lori Vanderschmidt  
Acting Education Coordinator  
Action for Boston Community  
Development  
18 Tremont Street  
Boston, Massachusetts

Dear Lori:

Our Board has discussed the Headstart Alumni Program at length. Based on our conversations with you and the concerned APAC's, we are willing to enter into a sub-contracting arrangement.

Sincerely,

*Harvey Pressman*  
Harvey Pressman

HP/lr



Mrs. Harriet Jackson  
Chairman of Board Directors R.C.S.  
P. O. Box 48  
Brochester, Mass. 02125

August 9, 1967

Mrs. H. Vanderschmidt  
B C D  
9 Tremont Street  
Boston, Mass.

Attention Mrs. VanderSchmidt:

As spokesman for parents' board of Roxbury Community School, we would be happy  
to accept the six children you have recommended to us in our school.

Please send particulars: names, addresses, number of children, and school  
experience as soon as you have them. Can we assume that tuition for each  
semester will be paid by A B C D during the first week of each term?

So, we need a breakdown of the number of children in each grade. We would  
prefer to weight this in favor of the first grade.

Yours truly,

*Harriet Jackson*

Harriet Jackson  
Chairman of Board



# NEW ENGLAND COMMUNITY DEVELOPMENT CORPORATION

8 Hill Avenue

Roxbury, Massachusetts 02121

Tel.: [REDACTED]

427-6522

August 7, 1967

Mrs. Lori Vanderschmidt  
Acting Education Coordinator  
Action for Boston Community  
Development  
18 Tremont Street  
Boston, Massachusetts

Dear Lori:

This is to inform you that Hilltop School has available sufficient and suitable space for its role in the Headstart Alumni Program.

Sincerely yours,

  
Harvey Pressman

HP/lr

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APPENDIX - C

**A. TEACHERS' WORKSHOP**

**Participants:** - 15 or 20 randomly selected teachers from project.

**Purpose:** - To explore and examine curricula and teaching materials, new ideas and methods that will strengthen and encourage participating teachers for their new roles as teachers of Head Start graduates.

**Specific Aims:**

1. To work with new materials.
2. To make site visits to places where such materials are in use.
3. To hear and to discuss new ideas with specialists who are engaged in creating or working with them.
4. To discuss new methods, such as the Bereiter Experiment, to weigh their relative values and to incorporate those that seem relevant into their program.
5. To become acquainted with sources of free and/or inexpensive materials and how to learn to make use of them; to learn how to create out of available materials, usable, effective new teaching devices.



Schedule: - 15 weeks, one meeting per week, with a flexible schedule dependent upon the availability of the speaker or the site.

Places: - After school meetings will be held in the various schools as available. Institutes and site visits will be held whenever they can be conveniently arranged.

Time: - After school and on occasional Saturdays.

Paid Personnel: - One group leader who has been trained in group techniques. Occasional consultants.

#### INSTRUCTIONAL MATERIALS

1. E.D.C. Equipment -- as suggested by brochures regarding units developed -- all materials are inexpensive and easily accessible -- providing endless opportunity for experimentation.

Example: A. The Balance Book  
B. Skeletons and Bones  
C. Shadows  
D. Changes
2. Children's Museum - Matchbox Series
3. Newbury Street Lending Library - large numbers of books can be borrowed at once.



4. Publishing Companies -- (D.C. Heath - Houghton Mifflin)  
visit them.
5. New York, New York - weekly newspaper (Random House)  
Series similar to weekly reader, however, far superior  
and applicable to inner city living - available at all  
grade levels.
6. Chandler Books -- "What is a Truck" and other trade books  
for use as readers.
7. Urban Education Series - John C. Day Company, New York.
8. Summary of studies done by Lincoln Filene Center available  
at Harvard Curriculum Library.
9. E.D.C. Cambridge and Watertown - Attribute Games.
10. Dean's Arithmetic System.
11. S.R.A. -- Economic Units for primary grades.
12. Science Laboratory Kit, Ideal.
13. For science - invisible man and woman.
14. Perhaps Tufts' study on diversity, Lincoln Filene Center.
15. Polaroid cameras.

(1) TOPIC:      Introductory Session

- A. Social hour - getting to know each other and meeting group leader.
- B. Guided discussion of need and possible aims and objectives of W.S.
- C. Discussion and alteration of W.S. plan by group leader and group.



D. Assessment of need for future meeting of this kind; confirmation of other procedural plans (place of meeting, time and date).

PLACE: To be determined

SPEAKER: Group leader, group

ACTIVITY: Discussion, socializing

NOTES:

(2) TOPIC: Alternatives to Public School

PLACE: The New School for Children, Inc.

SPEAKER: Teacher from New School will talk and group leader will elicit questions afterward for immediate and future discussion.

ACTIVITY: To show the group the physical plant within which the NSC teachers work and to discuss its philosophy, as background for future meeting on new ideas and on attitudinal sets of teachers.

NOTES:

(3) TOPIC: Discussion and films of traditional school and of some newer programs.

PLACE: To be determined.

SPEAKER: To be determined

ACTIVITY:

NOTES: Films might include summer enrichment programs, Exodus summer school at Patrick T. Campbell, Cardoza School Project at Washington, D.C., etc.



### INTRODUCTION

"They are stuck with reforming the present system rather than displacing it."(1) The Above quote could well serve as an effective springboard from which this workshop could move. Let us make as our first assumption that the participants in this workshop will not dwell on rennovating and rearranging dead curricula thinking that this represents a real change in education corresponding to the real changes that have taken place in our society during this century.

No better source for finding out how to come alive can be found than the children with whom we are working. Perhaps then, it is essential that there be particular emphasis in this workshop on taking time to take cues from the children - for teachers to discover from children what is exciting, alive, and interesting to CHILDREN. Let us not in this workshop develop just one more neat package of ideas and findings that will carry back and impose on the children.

We have witnessed a trend in some areas away from the spoonfeeding of information toward the use of the "discovery method" as a means of producing "children that think." However, far too often, the funneling of information has been

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(1) James D. Koerner - Harvard Ed. Review - p.267, Spring, 1967.



replaced by the funneling of a set of carefully selected ideas about which the children are to think. We must consider in our meetings how we can go one step further and deal with helping the child enjoy experiences from which he can discover his own ideas and new learnings.

If we are concerned with the discovery method as a means of educating children, then perhaps this workshop should be geared in terms of discovering sessions for its participants. Discovering by the participants by means of community investigations, specific readings and discussions, sensitivity training sessions, etc. should be essential.

Again, as we suggested, getting cues for curricula from the children - is it not reasonable to tune in to the interests and questions of the workshop participants to gain material for our meetings. "I hear and I forget, I see and I remember, I do and I understand"<sup>(2)</sup> is not a quote strictly reserved for children, it would be most apropos as a guide for this workshop.

(4) TOPIC: Assessment of Attitudes and Aspirations of group.

PLACE: To be determined.

SPEAKER: To be determined.

ACTIVITY: Decisions on kinds of teaching, the group aspires to continue, adapt or work toward.

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(2) Chinese Proverb



A. Attitudinal Sets of Parents and Teachers Aspirations of Parents and Teachers

It may be most beneficial to have an open workshop using representative people from each participating group - attempting to discover commonesses, and differences in this area. We may trace down some attitudes that we would hope could become common to many participants and some that we would hope to eliminate for the purposes of this workshop.

B. The Attitudinal Sets and Aspiration of Parents - Possible Questions:

1. Is there a need for the development of more positive attitudes and aspirations to replace merely negative reactions to past educational experiences?
2. Definition of the Teachers' Role - Responsibilities and Boundaries.
3. What "kind" of a child do you as a parent want?
4. Do you as parents view the "finished product" (papers, etc.) as an essential part of your evaluation of child's accomplishment?
5. What do you consider "legitimate" educational activities? Is there room for "leisure" time in school?

C. Attitudinal Sets and Aspirations of Teachers - Possible Questions:

1. Are you afraid that children will not learn from leisure or private time in your classroom?



2. Limited teacher expectations provide an atmosphere that cultivates psychological and school achievement damage. Stereotypical expectations do too.
3. Reliability and Relevance of culture free and/or any other kind of test.
4. Are some discussions "tabu" in your classroom?
5. Do you have time to look at your children and take the cues they give you?

(5) TOPIC: The Role of the Community  
The Community as Curriculum

PLACE: Visit (The New School) Roxbury Community School

SPEAKER: To be determined

ACTIVITY: Viewing examples of how New School or Roxbury Community School is using community as curriculum.

NOTES:

D. The Community Used as Curriculum

1. In terms of the proposed workshop as a discovering session for its participants: the teachers will have to discover the community - talk to Community Action Programs, Neighborhood Improvement Associations, Fair Housing, Boston Redevelopment Authority, Roxbury Community Council, Social Work Agencies, Neighborhood Settlement Houses, Tutorial Programs, storefront organizations, etc.



Teachers and children learn together from investigating in addition to the above - transportation systems (machines and workers) - gas stations, lawyers, doctors, chemists, etc.

2. Suggested Questions:

A. Ask children where and whom they want to learn from.

B. Can people of the community assume part of teacher role?

Example: a.) Artists and musicians working in classroom with their talents.

b.) Doctors working with children on learning about human body.

c.) Pilots and airport mechanics to explain working of airplanes.

C. Are these community experiences to be included only into social studies activities? Should we perhaps think of the community as curriculum for art, music, drama, science - in fact for education as a whole - as a curriculum in itself?

(6) TOPIC: The Role of the Parent (As Parent - As School Aide).

PLACE: Visit the Roxbury Community School.

SPEAKER: A parent who is an aide or New School staff member.

ACTIVITY: Discussion.

NOTES:



### PARENT PARTICIPATION

#### A. Suggested Topics:

What could be the role of close-know neighborhood groups -  
re: schools - public.

Could parent groups -

1. Develop in parents awareness of alternatives available under the law:
  - a. Open enrollment policy.
  - b. Placement in special class and other such programs.
2. Support each other in making legitimate complaints when teachers or administrators are failing their children.
3. Pool knowledge of resources available for tutorial help, psychological counselling, etc.

#### B. Private Schools and Programs:

1. Can role of parent as classroom aide be broadened?  
What are the limits?
2. Should parents assume responsibility of planning and implementing after school programs, etc.?

(7) TOPICS: "The Affective Side of our Pupils"  
"Role-playing Techniques"

PLACE: To be determined.



All

SPEAKER: To be determined.

ACTIVITY: Demonstrations by teachers in group.

NOTES:

#### ROLE-PLAYING TECHNIQUES

##### Suggested Questions and Topics

##### A. Education of the Affective Aspects of the Personality - The Use of Role-Playing

This workshop should make an attempt to expose the group to the use of role-playing to deal with the affective areas. Vital to the effective use of role playing is the selection of conflict situations that are related to real life situations - school yard conflicts, classroom situations, neighborhood conflicts.

1. Some experience in engaging in role play by workshop participants.
2. What are the advantages of this technique - how can we attain successful usage?
3. What are the dangers in using this? How can the teacher minimize them?

(S) TOPIC: Preventive Discipline; other group inter-action techniques.

PLACE: To be determined.



SPEAKER: To be determined.

ACTIVITY: Tapes, films

NOTES:

PREVENTIVE "DISCIPLINE" IN CLASSROOM

Areas for Workshop Discussion

- A. Use of and examples (anecdotes, for example) of peer group decisions about behavior; acceptable and unacceptable.
- B. Teacher's role:
  - 1. To ensure atmosphere in classroom where no subject is "tabu." Classroom is not to be viewed as an isolated box apart from the community.
  - 2. To know when to bring all children together to talk about what is happening behaviorally and academically and how it affects future behaviors.
  - 3. To ensure independent decision-making about acceptable and unacceptable behavior in children; to provide standing assistance to specific child whose behavior is being interpreted and to ensure fair interpretation of same.



(9) TOPIC: Curriculum and its Sources.  
PLACE: To be determined.  
SPEAKER: To be determined.  
ACTIVITY: Reading methods:  
1. Basal Reader approach (integrated texts)  
2. Multi-textbook approach  
3. Organic reading (Sylvia Ashton Warner's method)  
NOTES: Possible visit to Harvard's Curriculum Center.

#### C. Curriculum Sources:

(If our thinking in this workshop is consistent, then it would seem that even in the area of curriculum sources that we want to nurture a realization that curriculum surrounds us.) Curriculum is life itself: the lobster shells (from a dinner party) that the children soak and explore - the broken wheel a child brings to share with the class which can lead to the realization that this wheel is a machine - the rain rushing down the gutters stocks. Those experiences are curriculum if teachers are alert and alive.

Let us develop an attitude that helps us realize more fully the richness and vitality of the curriculum that we can gain from the children - from their conversations, inquiries, and frustrations.



We must capitalize on the limitless resources and opportunities.

Perhaps investigation of some of the following specific curriculum sources would be profitable:

1. Trip to E.D.C.
2. Match Box Series - Children's Museum
3. O.S.T.I.
4. Urban Education Series
5. Book-In and Out of Boston with Children. Contains all vital information regarding museums, parks, playgrounds, playhouses, art galleries, historical landmarks, etc.
6. Establishment of a pool of curriculum sources by participants in workshop.

(10) TOPIC: New Techniques and Ideas: Social Studies.

PLACE: Visit at E.D.C.

SPEAKER: To be determined.

ACTIVITY: Teachers will tour the plant and see all that E.D.C. has to offer.

NOTES:

(11) TOPIC: New Techniques and Ideas: Mathematics

PLACE: To be determined.



SPEAKER: To be determined.

ACTIVITY: Demonstration of techniques with Dienes and Cuisenaire Rods, and other new math materials.

NOTES:

(12) TOPIC: New Techniques and Ideas: Language Arts

PLACE: Visit Harvard

SPEAKER: To be determined.

ACTIVITY: Tapes, samples of speech.

NOTES:

(13) TOPIC: The "Discovery" Method; other methods.

PLACE: To be determined.

SPEAKER: To be determined.

ACTIVITY: Discussion of Gertrude Hendricks, James Bruner, et al, the Bereiter Experiment and any other that comes to light.

NOTES:

#### D. The Discovery Method:

1. Who determines what is to be discovered? Does the what of this question matter?

Is not the process and resultant learning by the child of his own ability to: (1) observe situations and events - (2) from this, abstract ideas - (3) draw related conclusions, effect changes in the situations if so desired - the essential point in using the discovery method? Self-discovery.



2. Perhaps it is vital that this workshop focus its attention toward questions of the following nature:

- a. What is to be discovered?
- b. Must the teacher think of a new role of "teacher" finder?
- c. What kinds of experiences and materials cultivate an atmosphere of self-discovery?
- d. What teacher attitudes are vital to successful use of this method?
- e. What parent attitudes can enhance the discovery approach to education?

(14) TOPIC: Demonstration of Art Methods.

PLACE: Visit Shady Hill School.

SPEAKER: Staff of Shady Hill School.

ACTIVITY: Teachers will participate.

NOTES:

E. Role of the Arts:

1. A disturbing number of educators and parents view the arts as a play time in education; an activity that must be slotted into a spot during which the children need a break.

2. Suggested Topics:

- a. The Arts - a legitimate activity.
- b. Could a curriculum be developed around the Arts for some children?



c. Could performers and artists from the community provide valuable experiences for the children?

(15) TOPIC: Audio-Visual Aides - Their Use and Abuse.

PLACE: To be determined.

SPEAKER: To be determined.

ACTIVITY: Lecture and discussion.

NOTES:

F. Audio-Visual Aids:

1. Photography is a relatively untapped phase of audio-visual aids that may provide an excellent area of concentration for this workshop. Photographs capture a reality that cannot be depicted in any other way. The children themselves can capture this reality - let them try with their own cameras.

2. Suggested Questions and Activities:

- a. How can standard aids be used effectively in implementing the discovery method?
- b. Demonstrations of aids requested by participants.
- c. Knowing how, when, and why to use the aids.
- d. Student-made aids.



## APPENDIX - I

### PROJECT HEAD START - BOSTON

#### HEALTH SERVICES

ABCD has now had experience with the health screening programs required by OEO for the pre-school children eligible for The Boston Head Start Program.

The first approach in 1965 utilized the facilities of five teaching hospitals in Boston on a contractual arrangement, with a specific number of children assigned to each hospital. There were variations in the standards for the physical examinations from institutions to institution.

Our second approach in 1965 was to develop a special mobile screening program to provide the initial screening for all Head Start children in the classroom facility and to be responsible for the follow-up. This program was contracted to the Department of Health Hospitals of Boston.

While the quality of the initial screening provided by the five teaching hospitals was adequate, the logistics of transportation and scheduling the 1,500 students from 100 classroom locations during the usual class time was a problem.

The fact that the follow-up phase of the health services was in the hands of the five different teaching hospitals presented problems of continuity of care and coordination of total follow-up service.

Recognizing the need to provide this coordination of the total follow-up, the 1966 program was designed to include the responsibility of follow up in the contract to the Department of Health and Hospitals. It was found that by providing the screening examination in the pre-school classrooms, that problems of logistics were eliminated. In addition to the field staff which administers the screening examination, there is permanent administrative staff to carry on the follow-up phase of the health service.

#### - 1967 -- Proposed Health Component

From our previous experience of providing health services for the Boston Head Start program, we now propose to provide a program of adequate and accessible health services with the following objectives:

- to have a medical evaluation of each child enrolled including medical history, dental assessment and physical examination.
- to develop a health education program including information regarding community health resources, nutrition, personal and environmental health;



3. to provide continuity of care through coordination of community health resources and Head Start health services by maintaining a permanent medical and health central staff.

### Central Health Staff

There shall be a medical director on the central staff, who shall be responsible for the administration and implementation of the health services program. He will assume responsibility for the recruitment staff, data collection, medical and dental screening. The medical director will also insure the provision of physical examinations for target area residents who will be employed by the program.

On the central staff there will be two day care center nurses and two Head Start class nurses. Each of the two day care center nurses will be assigned thirteen classes located in the all-day child development centers. The two Head Start nurses will be assigned to the remaining twenty-four morning and afternoon Head Start classes. Their responsibility will be to provide emergency nursing services at the direction of the medical director, continual health evaluation for each child, closely supervise and coordinate the follow-up referrals and the dissemination of health education information to the staff and families. The nurse and the social worker will work closely in the training of neighborhood workers to insure that health education becomes an important part of the workers role.

The time which the nurses do not devote to the day care and Head Start classes will be spent in the Central Office. This will give the medical director professional medical staff with which to share the administrative functions of the health services program and the liaison responsibilities with the other Central Head Start Staff members and the ABCD Health Services staff.

The Health Services Division of ABCD will give technical advice regarding the Head Start health program. The Division has Health Advisory Committee with technical and community non-technical representation.

### Method of Procedure

The proposed Boston Head Start program will serve 780 children in a year-round program.

It is proposed that recruitment, data collection, medical and dental screening be undertaken at the beginning of the term, thus, being the class time of the program for uninterrupted education experience. Each screening team will be comprised of the following personnel:

- One pediatrician (Board eligible or Board certification)
- One trained vision tester experienced in pre-school testing
- One trained audiometric technician
- One Public Health Nurse
- One dentist or senior dental student
- One graduate dental hygienist



a. All pediatricians involved will have had prior orientation and training in order to insure a standardized physical examination with uniform criteria for referral. Each examination will include careful somatometrics, a blood pressure determination, and a minimal amount of laboratory examinations to include a hemoglobin or hematocrit, a Tine test, a dip-test urine test for protein, glucose, pH, and occult blood.

b. The trained personnel performing the vision and hearing tests will conform to practices and standards established by a Technical Advisory Committee. Audiometer technicians will be employed from the active roster of such personnel maintained by the School Health Department, Boston Public Schools. The vision testers can be made available from the Department of Health and Hospitals established pre-school vision testing program.

c. The Public Health Nurse will assist during the physical examination, keep records, and administer Tine tests and immunizations directed by the physician.

d. The dental personnel will examine, chart, and estimate the needs for restorative care for every child examined; in addition, each child examined will undergo a prophylaxis treatment and an application of topical phosphofluoride. The criteria for referral will be defined by the Advisory Committee on Dental Health, Department of Health and Hospitals, City of Boston.

The medical evaluation of each child will include the following:

1. the medical history, development assessment and physical examination;
2. screening tests:
  - a. vision
  - b. hearing
  - c. speech
  - d. tuberculosis
3. laboratory tests:
  - a. urine testing for albumin and sugar
  - b. blood test for anemia;
4. dental assessment;
5. completion of immunizations;
6. psychological evaluation

These shall comprise the services required for the health components to meet the standards of the OEO guidelines.

A group psychological screening plan similar to the plan used last summer in Boston is proposed. Unlike the situation of last year, a structured follow-up program will be included.



Children will again be screened by qualified professional observers and the observations conducted in the classrooms, during an ordinary class day. There should be enough observers and enough time to conduct two separate observations of each group. This schedule provides opportunity for the observers to check up on a child about which they were in doubt and also decreases the number of missed observations due to absence of a child. The observers would be present from the beginning of the class until the end with some time left over for discussion and clarification with the teacher.

#### Follow Up

During the various evaluation processes, the medical screening will make a particular effort to identify children with correctible chronic medical problems. They will pay particular attention to normalities such as visual or auditory defects which may impair subsequent school performances. Evaluators will be concerned also with conditions which may cause excessive absences from school.

After a problem is identified in a particular child, the physician, social worker and other appropriate Center personnel will devise a plan for follow-up treatment and describe this plan to the neighborhood worker who will work with the parents in implementing the follow-up care. The nurses on the Head Start Central Office staff, will work with the social workers and neighborhood workers to explore the full range of community health resources.

Follow-up for the Head Start health component shall be provided through referrals to community clinics or private health sources. In this way, we will reinforce the family's relationship with a familiar health resource. Coordination will become the responsibility of the Head Start medical staff once referral has been undertaken, including the visiting and liaison activities between families and clinics or practitioners. Where a family has had no previous contacts with a community health facility, an appropriate resource will be offered. During the past two years, working relationships have been developed between the Head Start medical staff and such resources as school health, England Center, Children's Hospital Medical Center, Massachusetts and Ear Infirmary, Massachusetts General Hospital clinical facilities within the Department of Health and Hospitals, Beth Israel Hospital, and private dental practitioners, as well as purveyors of corrective appliances. It is our plan to utilize Title XIX to provide for follow up medical services.

#### Records

There will be complete medical records on each child using the two forms developed by OEO.

1. Data analysis plan
2. Complete history and physical examination record.

In addition, there will be detailed demographic and medical history records not only for each child in the program, but their family connections as well. All records will be duplicated so that records



be available for use by referral sources, school health authors, and for program control and evaluation. Full confidentiality will be respected. Special summary data forms will be completed for each child and these sheets will be returned to the Head Start Office for analysis.

#### Employee Health Examinations

The medical director will assume the responsibility for the physical examinations of the 160 target area residents who will be employed by the Head Start program. The medical director will negotiate with private practitioners and/or clinics to provide these physical examinations.



## PROJECT HEAD START - BOSTON

### Social Services and Parent Involvement

#### Background

A country which is a world leader in the political, technological and scientific arena, the United States of America has yet to overcome the social ills resulting from unmet emotional and common human needs. Inherent in the struggle for survival from these social ills is the need for a vast segment of our population to engage in meaningful and productive work. This need is due in part to distorted criteria for judging the fittest. It has been generally accepted that professionally trained individuals are best equipped to cope with social problems.

Social planners must develop new ways to utilize the resources at hand for accomplishing the goals described; to mobilize and kindle the "life spirit" of those outside of the mainstream of American life - poor, the powerless.

The Head Start Social Services Coordinator and the Head Start Parent Coordinator will work together closely in the implementation of their respective program components.

The goals for social services and parent involvement in the Boston Head Start program include the following:

1. To stimulate greater feelings of self-worth and to motivate toward self-improvement individuals isolated from the mainstream of American life, and to foster meaningful opportunities for the community to work with them in solving their problems.
2. To organize parents' groups and to work with them toward creating an environment in which every child has the maximum opportunity and support in developing his full potential.
3. To assist families with social problems and special problems related to money management, nutrition and personal care; to teach general homemaking skills, and
4. To inform parents concerning the availability of community resources and to encourage parents to them.



Many tasks which have been traditionally performed by professionals can be done by stable individuals from the low-income community served. Employing local residents in non-professional jobs has several advantages in addition to the basic provision of income:

1. It serves to reduce the alienation of low-income persons and foster a feeling of dignity and self-worth.
2. It is a practical way of dealing with the crucial shortage of trained social service personnel, as well as the prohibitive cost of using the number needed if available.
3. The minimal social distance provides access for working effectively with low-income people which middle-class professionals usually lack.
4. The creation of this type of new job is a meaningful approach to the amelioration of unemployment. This is particularly significant in light of the continuation and enlargement of the Head Start program.

#### Program Model

In delivering social services to families in the Head Start program a significant part of the job will be done by supervised non-professionals. Supervision, which will play a key role, will be by professionals.

The social services staff will consist of one neighborhood worker to work with the families of each class in the program, and one professional social worker to supervise every 4 - 6 workers.

One Social Service Coordinator at the Head Start Central Office will be responsible for city-wide coordination and supervision.

Thus, the social service component of the full-year Head Start Child Development Program in Boston will require approximately 15 Social Service Supervisors. One half of the workers will be assigned to work with families around social welfare needs. The remaining will be trained in home guidance, homemaking and health education for special diets, safety, nutrition and environmental health.

Neighborhood workers and the entire social service component will utilize a referral system and a cooperative working relationship which will provide a linkage with all other ABCD programs, such as: Empower, Legal Aide, Neighborhood Organization, Health, Training, Education and Consumer Action and Education (Economic Development Division).



The summer Head Start Child Development Program in Boston or 900 children, in 60 classes of 15 children per class, will require approximately 8 Social Service Supervisors, 30 neighborhood workers, and one Assistant Social Service Coordinator.

### Operational Design

Social services to Head Start children and their families can be initiated by the workers, by the teacher, or through the health unit.

Non-professionals will be recruited from within the community served. (See attached map: Boston Anti-Poverty Target Areas - Head Start Child Development Centers). A special effort to involve males in the program will be undertaken by recruiting youths, 16 through 19 years of age from the Neighborhood Youth Corps, under Title I-B of the Economic Opportunity Act. College students of low-income will also be recruited to work in the Summer Head Start program. They will work as trainees in the classroom, as escorts, as baby-sitters and in other appropriate ways.

One way in which neighborhood workers will function will be to organize parents groups. An underlying concept of this approach is that the "group" is a powerful instrument for effecting change in the individual as well as in the community. It fosters a feeling of self-worth by providing an opportunity for the individual to belong and to contribute to the planning for his own welfare. By enabling people to help themselves, real change can occur. The regular systematic meetings of parent organizations with the assistance of neighborhood workers will relate to social action. These meetings will be held in addition to the parent-teacher meetings described in the education component (see page 17).

One of the major goals of the neighborhood workers assigned to organization of parent groups will be an attempt to develop and plan a program of parent education. The basic assumption underlying such a program is that effective modification of the parents' attitudes, style of functioning, and mode of structuring the home environment will:

1. Have an impact not only on the children enrolled in Project Head Start, but on all other children in the home.
2. Have a multiplier effect in the community, as parents casually engage other parents.

The essential components of such a program might be units on: the educational effect of the home environment; the use of available community resources; modifying the self-image of the parents through the use of adequate role models and discussions of various community problems; Family Life Education -- using informal speakers, films, and discussions pertaining to the growth process, child relationships and sex education.



Family Life Education can be an effective tool toward preventing juvenile delinquency also. Transmitting this information about juvenile delinquency to parents through programs planned by them will be an important part of the Family Life Education program.

The program of parent education should include special emphasis upon improving follow-up education for Head Start "graduates". The network of parent involvement organized for the implementation of Social Services becomes a natural framework for social action toward educational reform. This network includes Head Start parent organizations at the neighborhood, district and city-wide level.

Experience indicates that families burdened with a complex of social problems, e.g., insufficient income, poor housing, poor health, are less likely to affiliate with groups and therefore require a reaching-out process. Neighborhood workers will visit these families to achieve the goals of the social service component, as stated above.

Specific activities of the neighborhood workers might include:

1. Recruitment of eligible children to fill and maintain quota for Head Start classes.
2. Organizing and working with parent groups.
3. Interpreting the Head Start program to the parents and to the community and the needs and characteristics of the neighborhood to the professional staff,
4. Informing parents of existing community resources and helping them to make use of these resources.
5. Informing Social Service Supervisor of special family needs.
6. Contacting teachers daily for attendance, enrollment and special needs. Making follow-up visits to families regarding absenteeism, and contacting families and/or Head Start Health team regarding immediate health problems.



## Social Services and Parent Involvement

7. Contacting parents concerning field trips and accompanying classes on these trips.
8. Contacting parents concerning clinic visits and encouraging mother to accompany child to clinic. Assisting mother by arranging for transportation, babysitting or accompanying her.
9. Follow-up visits to families regarding special clinic appointments.
10. Arranging informal sessions with teachers, social workers and Public Health Educator for parents to discuss their children's progress and needs.
11. Attending conferences and in-service training sessions with Social Service Supervisor.
12. Submission of weekly written reports on prepared forms: Neighborhood Workers Weekly Report, Report of Family Visits and Time Schedule.

Some neighborhood workers will visit families identified as having chronic social or health problems. They will also be the resource people for program content for any parent meetings regarding health, nutrition, homemaking, etc.

They will do things with the family in the process of helping them to gain knowledge and to improve their standards. The following kinds of things may be done:

1. In relation to meal planning and preparation of food, help with the cooking, for example, trying out some new receipts.
2. In relation to budgeting, go shopping with the mother for selection and purchase of food, clothing or furniture.
3. Make "do-it-yourself" a cooperative venture when promoting home decoration, furniture remodeling, sewing and the care of clothing.
4. In promoting better housekeeping standards and personal hygiene, clean with the mother in demonstrating effectiveness of some new detergent and/or disinfectant.
5. Help make the beds and do other chores in teaching the basic elements of home nursing and child care.



## Social Services and Parent Involvement

6. In relationship to nutrition, neighborhood workers will give general instruction regarding sound nutrition habits and give specific help in following any special diets.
7. In regards to environmental health practices, neighborhood workers will assist in the development of good, hygienic practices and make necessary referrals to the appropriate responsible agencies regarding health problems, such as rat control.
8. In regards to safety, health-home workers will assist in the development of good safety habits and again refer them to the proper resources when there is a major problem, such as substandard wiring.

Neighborhood workers as needed will help families maintain their homes during periods of illness, temporary absence of a parent or any other crisis. In this role they will clean house, prepare meals, care for the children and provide ordinary personal services for the ill. The purpose of their involvement is not to provide mere domestic service; rather, they are there to hold the family together during periods of stress.

It is important that neighborhood workers be accepting of the individuals with whom they work and of their style of living. They should be warm, friendly and understanding of their surrounding sub-culture. They must be good listeners and have a sincere desire to help others. In speaking the same language and identifying with the community, these workers will establish better communication with the people to be served.

Neighborhood workers must be reliable, able to accept direction and to recognize the limits of their responsibility. They must be able to identify problems that require special treatment and to make written reports on their observations.

### Training

All neighborhood workers who will be in significant contact with Head Start children or their families will be required to take training which will include:

1. A general orientation designed to acquaint the worker with the philosophy and goals of the program; to supply rudimentary understanding of the sociology and psychology of urban life and various ethnic groups, and to develop techniques and methods of organizing parents' groups and supporting personal growth.



## Social Service and Parent Involvement

2. Training in the specific skills required by their job responsibilities, e.g., home guidance and management, community organization and parent programming, child care and child development, and minimal personal care, nutrition, environmental health and safety.

Information about existing community resources and the importance of referral will be given. They will be trained regarding establishing a relationship and the use of it, and in the maintenance of accurate and confidential records.

In addition to a pre-service training course, non-professionals will receive in-service training and on-going supervision geared to further deepening of skills and understanding acquired. Each neighborhood worker will receive a minimum of two hours per week of supervision in a group setting and individually as needed.

### Social Service Supervisor

The primary function of the social service supervisors will be to supervise and guide all neighborhood workers and, through them, to reach the families of Head Start children. Each supervisor will hold a weekly group conference with the neighborhood workers under her and stress such matters as the importance of confidentiality, establishing good rapport with parents, sound attitudes in the process of eliciting information, and methods of conducting parents' meetings. The medical director and the home economist on the Head Start Central Office staff will serve as resources to the social service supervisors when needed.

In addition, the supervisors will hold weekly meetings with neighborhood workers on an individual basis for review of the family situation of each child in the class with which the worker is associated. This review will include an appraisal of family needs (economic, social physical, physical, emotional), advice concerning the making of referrals to social agencies and guidance in techniques by which the neighborhood workers might give support and encouragement to the mothers of Head Start children.

Through frequent consultation, supervisors will provide assistance to other members of the Head Start team: teachers, teacher trainees, education directors, the medical director and public health nurses, the home economist, sponsors and others.



## Social Services and Parent Involvement

In order to assure coordination of services and to receive information necessary to the smooth operation of the program, social service supervisors will attend regular staff conferences with the Head Start Central Office Social Work Coordinator.

Another important function of the social service supervisors will be to make appropriate referrals of cases brought to their attention by neighborhood workers. In this connection, they will utilize public and private agencies providing social, health, recreational, employment and housing services.

### Health Education

A medical examination for every child will provide another vehicle for the identification of social needs. When a health problem exists but appears to be related to social problems, e.g., insufficient or lack of income and/or education, and overwhelming home responsibilities, the case is referred to the social worker of the particular Child Development Center. Social problems related to health conditions, such as, birth defects, chronic illness, hearing and visual problems, will also be referred to the CDC social worker. In all cases information regarding the child's health condition is shared with the teacher and the social worker. When no health problem exists, a slip to that effect might be transmitted to the family.

The flow of services would be as follows: (See chart on following page)

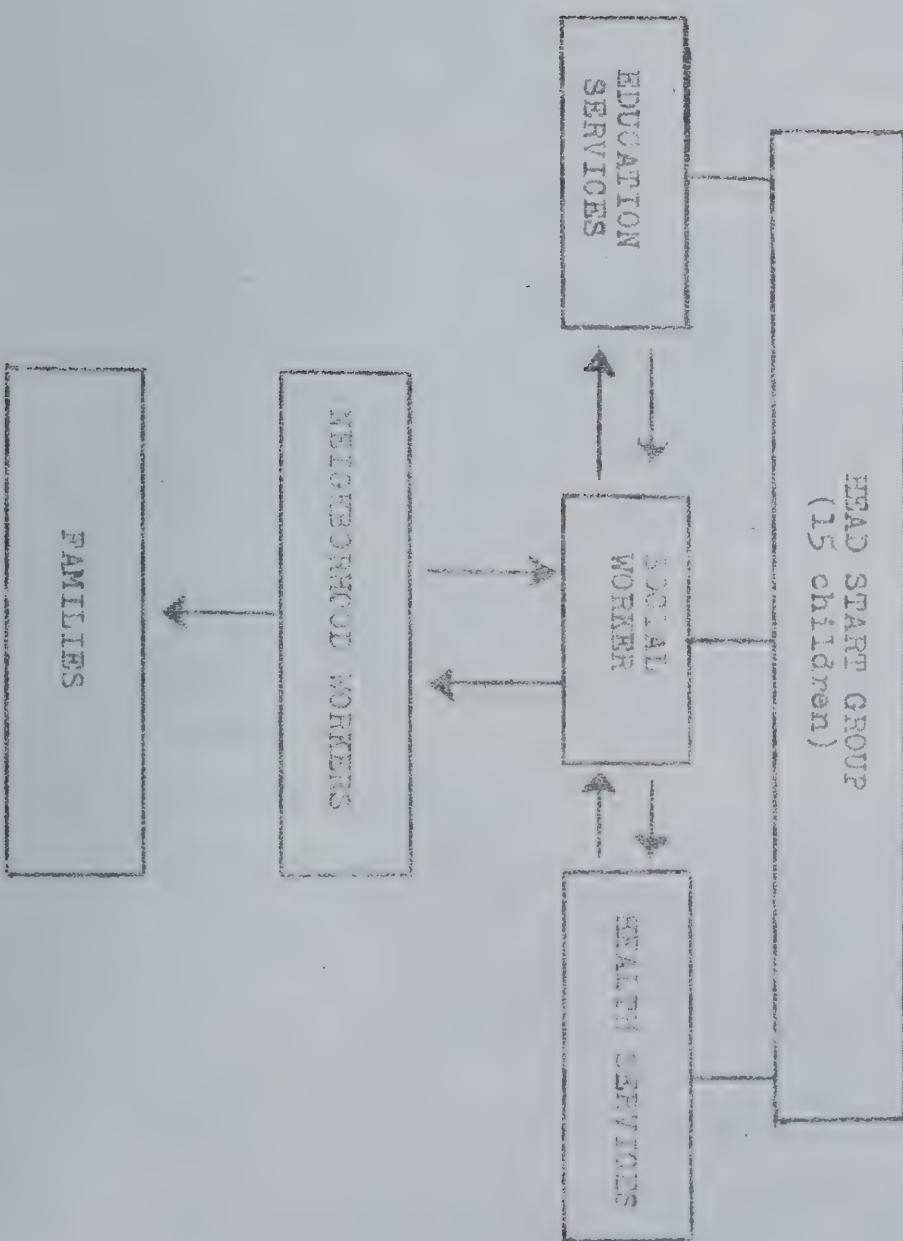
1. Within the Child Development Center, head teacher would make referrals to social worker based on family needs identified through the children and/or the parents.
2. Medical-social problems identified upon physical examination of children.
3. After the health examination, appropriate action might be, continued service by a public health nurse, referral to medical or mental health resources, or, to CDC social worker.
4. In all cases a report is sent to CDC social worker with a copy for the head teacher.
5. The CDC social worker will guide and supervise non-professionals, who will be the primary source for direct service to families.



PROJECT HEAD START - BOSTON

SOCIAL SERVICES and PARENT INVOLVEMENT

Flow of Services Chart





## Social Services and Parent Involvement

### Evaluation

Each of the three general functional areas of the Social Service component will be evaluated at the end of the program period.

#### 1. Consultative function

The evaluation of this area must center on the number and content significance of case conferences and consultations with educational and/or medical component staffs; and on the number of consultations stemming from the needs of the other components.

#### 2. Identification and referral

The two-way flow of information and material directed by the social worker places him in a uniquely central position in the operation of the CDC. On the one hand, the social worker receives from the neighborhood worker reports that may indicate the existence of problems requiring referral and that have an influence on the child's educational or medical functioning. On the other, the worker consults with and is consulted by both the educational and health component staffs.

Assessment of the effectiveness of this two way process can be based on the number of successful referrals and those in process at termination of program period; the number of intra-structural referrals to other program components.

#### 3. Services to parents

Objective measurements will include the number of visits made to parents; the number of parents visited; the percentage of parents participating in parent educational groups on a regular basis; the number of parent or non-Head Start children successfully referred to other agencies; the number of referrals in process at the end of the program; the number of formerly unidentified social, emotional, medical, or educational problems uncovered; and the number of home guidance visits.

Subjective assessments based mainly on supervisory sessions and neighborhood workers' records will include the quality of program content of parents' groups and evidences of social movement and functional modification on the part of parent groups or individuals.

In addition, the quality of the work of neighborhood workers will be assessed in terms of the extent of sophistication acquired during the program period, and potential for further development.



APPENDIX - E

Suggested Professional Book List

English Press

Sealey, L. and Gibbon, V. Communication and Learning in the Primary School. Basil Blackwell, Oxford. 1963

Churchill, E. Counting and Measuring in the Infants' School. London, Routledge, and Kegan Paul, 1961

Dunes, Z.P. Concept Formation and Personality. Leicester. 1959

(published in U.S.A.) Building up Mathematics. Hutchinson, London. 1960

with Golding Mathematics in the Primary School.  
(Sets, Numbers and Process  
(Learning Logic, Logical Games  
(Exploration of Space and Practical Measurement  
Herder and Herder 232 Madison Avenue 1966  
New York City

Isaacs, N. The Growth of Understanding in the Young Child  
London Educational Supply Association. 1961

Lovell, K. The Growth of Basic Mathematical and Scientific Concepts in Children. U. of London Press. 1961

U.S. Press - books of general and special interest to teachers

Pratt, Caroline I Learn from Children 1948

Ashton-Warner, Sylvia Spinster to Teacher

--- Children's Art from Deep Down Inside  
John Day Co., New York City



U.S. Press (cont'd)

Holt, John	<u>How Children Fail</u>	Putnam Publishing Corp. N.Y. 1964
Whitehead, Alfred North	<u>The Aims of Education</u>	(paper)
Vygotsky, L.S.	<u>Thought and Language</u>	MIT Press (MIT29-paper)
Chukovsky, Kernei	<u>From Two to Five</u>	Univ. of Calif. Press 1963
Hazard, Paul	<u>Books, Children and Men</u>	Boston: the Horn Book, Inc. 1944
James, William	<u>Talks to Teachers</u>	(paper)
Baruch, Dorothy	<u>New Ways in Discipline</u>	
Shahn, Ben	<u>Shape of Content</u>	Harvard Lectures (paper)
Lorenz, Konrad	<u>On Aggression</u>	
Erickson, Eric	<u>Childhood and Society</u>	
Taylor, Harold	<u>Art and the Intellect</u>	(paper)
Bruner, Jerome	<u>The Process of Education</u>	(paper)

The possible establishment of a curriculum materials center in a centrally located place should be considered. Our limited funds can be used to buy new materials and equipment which can be used on a rotating basis. All teachers will have access to the printed materials we accumulate during the workshop. It also can be used as a reference of sources (see bibliography Appendix C) of instructional materials for any interested teacher. The feasibility of imparting speakers from other cities should be explored. Some will come for the price of transportation. A new perspective is a strong stimulus upon teachers who are attempting new things or old ones in new ways.



APPENDIX F

NEW SCHOOL FOR CHILDREN

1966 - 1967

Basic Curriculum for:

Kindergarten  
Grade I  
Grade II



## I. KINDERGARTEN CURRICULUM:

The Kindergarten curriculum must appreciate and understand the child's introduction to a new situation. It must also aid the developmental process of each child to its fruition, socially, intellectually, emotionally and physically.

The fully equipped and skilled teacher adapts curriculum to the needs of the child. These needs are shown through the Kindergarteners experimentations, explorations, and impressions.

Each child's personal, social and educational adequacy depends upon his growing ability to use the arts of language (i.e. speaking, listening, reading, and writing). An outlet for thought and feeling, and often times action, is the art of speech or oral communication. Much of learning is dependent upon good listening - a vital part of reading readiness.

Auditory discrimination, and memory are developed, and enhanced by the following suggestions:

1. Sound discrimination (horns v.s. bells).
2. Listening to rhymes and jingles.
3. Listening to directions and explanations given by teachers, and peers.
4. Sound identification and discrimination.

Teachers must also be patient listeners, with the ability to understand the value of corrections being made at the teachable moment.



Although the ability to read is not stressed or required of the Kindergartener, a foundation for reading competence should be given. Preparations for the teaching of reading should include the following:

1. Awareness and knowledge of child interests.
2. Recognition of individual interests.
3. Being aware of developing reading skills apparent through sensory perceptions.
  - a) The ability to compare and relate objects through his (child's) sensory organs.
  - b) Distinguishing right from left.
  - c) Eye-hand coordination.

Some of the techniques, and materials useful in the teaching of reading are:

1. Development of visual discrimination.
  - a) Puzzles
  - b) Picture classification
  - c) Picture completion (what's missing?)
  - d) Flannel boards
2. Development of auditory discrimination and memory.
  - a) Phonetic presentations (consonants, vowels)
  - b) Awareness of rhythms
  - c) Awareness of non-rhyming words
3. Development of concept building.
  - a) Analogies
  - b) Riddles
  - c) Opposites
  - d) Vocabulary building
  - e) Telling stories in sequence from pictures
  - f) Games
  - g) Finding correct order
  - h) Experience charts
  - i) Story telling



4. Development of word perception skills by:
  - a) Application of phonetic skills
  - b) Sight-reading vocabulary
5. Development of the ability to understand, interpret and recognize the organization of facts and ideas through related activities as:
  - a) Poetry reading
  - b) Dramatization
  - c) Listening to fairytales and stories either read or on record.
  - d) Differences and similarities in familiar sight words should be pointed out and noted to the child by the teacher.

Language:

Language is the basis of all learning. The teacher must seek the best methods, materials, teaching apparatus, and procedure to challenge each child to the extent of his greatest potential.

Grammar is developed gradually in the Kindergarten child through his awareness and ultimate use of complete sentences in speaking and reading.

Oral composition should relate real happenings, and be given in full sentences, thereby allowing the child development in enunciation and word choice.

Materials to be used are:

1. Flashcards
2. Blackboards, and experience charts with stories



Arithmetic:

The following are arithmetic processes and concepts to be included in the Kindergarten curriculum:

1. The discovery of basic comparisons.
  - a) Larger - smaller
  - b) More - less
  - c) Equal
  - d) One to one correspondence
  - e) One to one comparison
  - f) The use of quantitative terms as:  
short, tall, large, small
2. Counting of objects, people, etc.
3. Sequence in counting
4. Association of numerals with quantities
5. Writing numerals in sequence
6. Counting by 1's, 2's, 5's, 10's
7. The concept of 0-10
8. The cardinal number of a set
9. Recognition of ordinal number words (first, second, etc.)
10. The introduction of addition, the union of sets
  - a) meaning of addition
  - b) observation of the commutative principles in addition
11. Simple problems in counting, adding, and subtracting of concrete things
12. Use of the calendar
13. The telling of time (1 hour, 1/2 hour)
14. Money values (pennies, nickles, dimes)



15. Recognition of geometric shapes as:  
circle, triangle, etc.
16. Knowing fractions of concrete objects  
(whole, half, quarter)
17. The meaning of tens and units' places in our system
18. Awareness of measurement as:  
dozen, pint, quart, etc.

In Kindergarten it is necessary to use as many concrete objects and visual aids as possible.

#### Science:

The science program will allow personal explorations and experimentation. The following are suggested science interests:

1. Live pets (turtles, fish, etc.)
2. Discovery of balance, measurement, and comparisons
3. Explanations of weather, growth (human and plant)
4. Child interests will be noted and built upon

#### Music:

The Kindergartener's music periods include performing in rhythm bands and listening to music appreciation records. Many and varied materials will be on hand for child exploration into the world of sounds, rhythm and music. To develop motor control and coordination, finger plays and action songs will be included.

#### Art:

Art programs will help to develop the child's knowledge of textures, colors, and creative ability. Materials will allow free expression. The following materials will be available for children's art work:



1. Paint, crayon, chalks
2. Clay, woods, cardboard
3. Tissue papers (colored) construction paper, paper maché, etc.
4. Plastics, styrofoam, etc.

#### Supplementary Notes

The hoped for outcomes of the Kindergarten situation at the year's end are the following:

1. That each individual is a product of change and also an agent capable of creating change.
2. An awareness and appreciation of his environment.
3. Appreciations of differences both ethnical and racial and the benefits of being part of a varied culture and multi-racial world.
4. The ability to question, challenge and most important think about his world in relationship to the "outside" and vice versa.
5. A good self image, and concept.
6. The wealth and worth of their community: its advantages, and disadvantages.
7. A respect for all jobs, be they that of garage mechanic, or street sweeper, not just of prestige professions such as doctor, lawyer, artist, etc.

Today's educational emphasis is shortsightedly "college bound". Those who will probably not go on to college fail to appreciate themselves, their environment, their contributions. We hope to eliminate this kind of thinking. Ours is an attempt at realism. Our products we hope will be free thinking, well informed individuals prepared to take active part in tomorrow's society.



## II. BASIC CURRICULUM - GRADE ONE:

The primary aim of the grade one program at the New School for Children is to help the child discover himself as a person - to help him understand that as a person he can both change and be changed by the world around him.

This aim leads first to create in the child an awareness of his own intellectual and creative abilities. Time is provided for the child to work at his own level in the activities that interest him. Materials (for example, balancing materials as suggested in the "Balance Book" published by E.S.I. "Attribute game" from E.S.I.) are made available to the child.

Our primary aim also leads to the desire to stimulate in the children a questioning attitude - regarding people and the world around him. As a result free classroom discussions on such matters as why there are abandoned houses, and who is responsible for junk in the street are encouraged and developed. Games and discussions dealing with people's feelings about minority groups, etc. are carried on.

Discussions of the reasons for classroom behavior and suggestions for ways of dealing with it are proposed by the children in a system of classroom self government.

It is our hope that the children can gain a deeper understanding of the relationship between what a person is and his activities and feelings.



Our curriculum takes us into the community in which the child goes to school and lives. Trips to the post office, newspaper, gas station, M.B.T.A. station are a part of the daily activities and are followed up by the children in a variety of classroom projects.

Experiences become meaningful when a child realizes the relationship between events and ideas. For this reason grade one children are developing units of work as suggested in the economics unit "Our Working World" published by S.R.A. i.e. questions on how families are the same, how they differ, how they depend on one another.

Using their own community, the children are introduced to the idea of the need for labor, the idea of facilitating work through division of labor - leading to the inter-dependence of men - the inter-dependence of the producer and the consumer.

In summary, the goal of the first grade program is to answer the "why's" of a child that indicate he is seeking an understanding of the relationships on which society is built.

#### Language:

The language program will evolve from classroom units and will be conducted in an informal manner. It is expected that the child will grow in the areas suggested below:

1. The first step in the process of creating a new product is to identify a market need. This involves research into consumer behavior, market trends, and competitor analysis to determine what products or services are currently in demand and what gaps exist in the market.

2. Once a market need is identified, the next step is to develop a product concept. This involves defining the product's features, benefits, and target audience. It also involves creating a prototype or sample of the product to test its functionality and appeal.

3. The third step is to plan the production process. This involves determining the manufacturing methods, suppliers, and production capacity required to produce the product. It also involves creating a budget and timeline for the project.

4. The fourth step is to create a marketing plan. This involves identifying the target market, developing a marketing strategy, and creating a promotional plan. It also involves creating a distribution plan to get the product to the target market.

5. The fifth step is to launch the product. This involves launching the product in the market and monitoring its performance. It also involves making any necessary adjustments to the product or marketing plan based on feedback and performance data.

6. The final step is to evaluate the product's success. This involves tracking sales, customer satisfaction, and other key performance indicators to determine if the product is meeting its intended goals. It also involves making any necessary improvements or updates to the product or marketing plan based on the evaluation results.

Specific Aims**I. Oral Composition:**

- a) To further the child's ability to express himself in an informal and guided conversation.
- b) To develop the ability to tell stories in full sentences.
- c) To add to the child's speaking vocabulary.
- d) To provide opportunities for dramatization.
- e) To help the child gain pleasure from oral communication.

**II. Written Composition:**

- a) To write several logical and well organized sentences.

**III. Grammar and Punctuation:**

- a) To use the period and question mark correctly in written work.
- b) To recognize exclamation points and quotation marks.
- c) To use capitals:
  - at the beginning of a sentence
  - for proper names
  - for the word "I"
- d) To use correct grammar in oral expression.

**Arithmetic:**

The arithmetic curriculum aims to introduce the child to the beginning concepts and operations of set theory.



Specific Aims

1. To extend the concept of quantities presented at the Kindergarten level.
2. To provide extensive experience with grouping objects in relation to our system of numeration.
3. To group concrete objects and semi-abstract representations by 2's, 3's, etc. - 10's.
4. To count by 2's through 10's to 100.
5. To write by 1's, 2's, 5's, 10's to 100.
6. To recall addition and subtraction combinations to sums of 10 (and beyond where ready).
  - a) To use open sentences and equations with additions and subtractions to 10.
  - b) To add and subtract 1 or 0.
  - c) To apply the commutative and associative law of addition.
  - d) To introduce subtraction as the inverse of addition.
7. To introduce concept of place value: units, tens and hundreds.
8. To read numerals and number words.
9. To recognize units of money: penny, nickel, dime, quarter, half-dollar and dollar.
10. To use the calendar.
11. To tell time by the hour, half-hour, quarter-hour.
12. To introduce linear, liquid and dry measurement.
13. To introduce shapes and concepts.
  - a) Recognition and comparison of shapes and lines.
  - b) Estimation of measurement of line segments through comparison to common classroom objects.



14. To introduce oral reasoning problems, and problems.
15. To introduce unit fractions as part of the whole.

Reading:

Two aims govern the development of the reading program in grade one.

1. To stimulate a desire to read.
2. To develop the power to read independently.

I. Development of word perception skills:

- a) phonetic analysis
- b) structural analysis
- c) basic sight vocabulary
- d) usage of context clues

II. Reading by phrases and thought units.

III. Organization of facts and ideas through such activities as:

- a) discussion of oral and silent reading
- b) retelling stories read by children, with attention to ideas and facts in the logical sequence
- c) dramatization
- d) reading of poetry
- e) discussion of words in context

IV. Reading material independently and working independently on related reading activities.

V. Recognizing sounds and rhythms of language by listening to well-spoken and well-written prose and poetry.

Spelling:

Spelling is not taught as a separate subject in grade one.

Choice of words is based on the child's need for the word in another activity - for example - writing original stories and book reports.



## 12.

Spelling is taught during reading and language arts activities.

The spelling curriculum will be based on the coordination of the visual, auditory and kinesthetic senses. The skills of phonetic and structural analysis presented in the reading program will be applied to the spelling program.

### Specific Aims

A. Develop recognition of the letters of the alphabet by sound, form, and name of letter.

B. Increase knowledge of:

- a) single consonant sounds - initial, medial, and final.
- b) consonant blends such as st, br, sm, pl, and others commonly found in the reading material.
- c) sound of qu.
- d) digraphs such as sh, ch, th.
- e) single vowel sound - short and long vowel discrimination.
- f) function of final silent e.
- g) family words such as it, bit, an, man, play, day.
- h) variants - s, ing, ed.
- i) common irregular sight words such as said and one
- j) simple compound words.

Words for the spelling curriculum will be selected from graded word lists and classroom experiences and projects.



III. GRADE TWO:

In addition to using the National Association of Independent Schools curriculum outline the New School considers two points of priority in the elementary curriculum.

I. The need for children to relate to their environment or world in a realistic manner.

II. The need to allow, encourage and develop creative thinking in children.

#I priority includes the development of a sensitivity toward others and oneself. Presently the New School is using the John Day Urban Education Series in conjunction with role-playing activities, sorting games which deal with feelings and emotions and any other related activity for this purpose.

#I priority also involves any good experiences in or outside of the city. Most important are field visits to find out what happens inside of all those big buildings in the city, (i.e.) post office, newspaper firms museums, universities, social services, automobile dealers, garages, city incinerators, investment brokers, etc; according to the interests of the children.

Priority #I includes class experiences which take a look at the immediate physical environment of the New School and the discovery by grade 1-2 children for the reasons why such conditions exist today. These conditions include abandoned



homes with their accompanying trash, abandoned cars, abandoned refrigerators, furniture, streets covered with broken glass, empty lots used for dumping etc.

These experiences lead to classroom discussion and subsequent action upon which the children decide. Children at the New School will begin to learn that they can effect changes. Children in grade 1-2 will learn some elementary facts about the workings of city government, i.e. mayoral duties, police dept. duties, Office of Neighborhood Improvement duties. Children will also discover how well or how poorly these city departments perform their duties.

Priority #I includes the reading of good materials which do not deny the existence of minority groups and of the truthful presentation of American historical data pertinent to minority groups and pertinent to young children.

Curriculum Priority #II. includes the use of some materials from Educational Services, Inc. Presently in use at the New School - grade 1-2 is the Attribute Games and Problems and a unit in elementary science, "Changes".

Children at grade 1-2 level are encouraged to create educational games of their own, to make rules, to change rules and to find new games.



15.

Children are encouraged to act out and present for other classes any story, poem or play they enjoy particularly. Grade 1-2 children produce and direct their own dramas.

Children in grade 1-2 at the New School are also developing a democratic system of classroom government in which the peer group decides what the rules of social intercourse - rewards and punishment shall be.

In summary the grade 1-2 curriculum of the New School is the development of self-motivation, self-discovery and self-government of each child.

Emphasis is not placed upon a passive receiving of facts but on the questioning of institutionalized behavior and the institutions in our culture.

Reading:

All skills learned in Grade I are reinforced and extended in Grade II. In addition children should be able to understand and recognize such patterns as eigh as in weight, weigh, freight, neighbor; ti and ci as in patient, special, delicious; ous ending as in famous; tion as in nation; ture as in pasture; ie and ei as in piece and receive. The understanding of such patterns in reading again will precede their mastery of spelling.

In extending points 1-5 of Grade I, special attention should be directed to the following:



## 16.

1. Learning that words are composed of syllables, of which the most common can be quickly recognized; (i.e. re--, to--, --ward, --ment).
2. Homonyms as they arise in reading.
3. Fluency in reading by phrases and thought units, with attention to punctuation, meaningful inflection, and clear enunciation as an aid to comprehension.
4. Discussing oral and silent reading in order to deepen comprehension and develop awareness of character and motivation.
5. Further listening to the sounds and rhythms of language.
6. Frequent reading aloud by teacher - a means of extending children's experience of stimulating interest in reading, and of furthering comprehension.

### Suggested Materials:

- a) Second and third grade readers.
- b) Children's novels discriminately selected by teachers for the needs of groups.
- c) Poetry
- d) Fairytales, fables, myths
- e) Books related to other areas of study, such as science, geography, etc.

The teacher will stimulate interest in independent reading by encouraging the use of school, class, and community libraries, and the exchange of books among children.

### Spelling:

Continued emphasis should be placed on clear enunciation and pronunciation, observation of formation of letters and words,



and the coordination of visual, auditory, and kinaesthetic senses. The fundamentals of phonics which are learned in reading will be applied to the teaching of spelling.

#### I. Goals:

- A. Mastery of letters of the alphabet by sound, form, and name of letter.
- B. Expanded knowledge of items 1-10 (Grade 1). The following additional concepts and letter combinations to be included:
  - 1. Double consonants, such as in all and happy.
  - 2. Three-letter consonant blends, such as in spring and string.
  - 3. Digraphs, such as uh, ck.
  - 4. Long and short single vowels.
  - 5. Attention to these vowel consonant combinations - aw, wa, all, er, ir, ur, ow (as in cow).
  - 6. Vowel combinations - ai, oy, au, oo, ea, ou, ai, ay, ee.
  - 7. Y as a consonant and vowel - yellow, try, pretty.
  - 8. Variants - addition of es, ly, er, est (as in boxes, badly, smaller, smallest).
  - 9. Soft sound of c before e, i, y.
  - 10. Patterns or families of words, such as ight, ought, ang, ung, ong, ing.
  - 11. Doubling of final consonant preceded by a single vowel, in one-syllable words with suffixes ed, ing, etc. (as in run, hop, put, etc.).
  - 12. Final e dropped before suffix ing.
  - 13. Words with pairs of consonants of which one is silent (as in know, write, lamb).
  - 14. Mr., Mrs., some days of the week and months.
  - 15. Contractions (I'm, don't, it's) etc.

#### II. Suggested Source Materials:

- A. Those used in Grade 1.
- B. Words used in subject matter, such as science, arithmetic, social studies.
- C. Readers and other books used in class.
- D. Words frequently used by children in compositions and dictations.



**III. Suggested activities:**

(As stated for Grade 1 and in addition)

A. Dictation of words and sentences

B. Rhymes

C. Individual and class lists

All spelling words will be presented in a meaningful context, that is sentence or story - not in isolation.

**Composition:**

The requirements for this level include the requirements for Grade 1.

**I. Written composition:**

Short stories and descriptions should be written in complete sentences and have logical sequence, as in:

A. Accounts of study trips, nature trips, visits to museums, etc.

B. Simple letters.

C. Group stories written by class.

**II. Oral compositions.:**

Oral compositions, such as simple narrative or descriptive accounts and descriptions of books, should be from the pupil's own experience. Children should learn that clear, connected sentences are necessary to the organization and presentation of thought.

**Grammar and Punctuation:**

Children should improve in their ability to recognize and use complete sentences and be able to distinguish between a question and a statement.



Punctuation

## I. Periods:

- A. At the ends of sentences
- B. After abbreviations - Mr., Mrs., months

## II. Question marks at the end of questions.

## III. Recognition of use of exclamation points in reading and dictation.

## IV. Capital letters for:

- A. The beginnings of sentences
- B. Proper names
- C. The word "I"
- D. Days of the week, and months
- E. Mr., Mrs.

## V. Recognition of the use of quotation marks in reading

Arithmetic:

Place value: units, tens, hundreds, thousands.

Numeration system base ten.

Its significance to addition and subtraction.

Number line:

- To show sequence of numbers
- To show relative size of numbers
- To illustrate addition
- To illustrate subtraction

## I. Addition:

Basic combinations

Writing examples in horizontal and vertical form to three columns and three addends (sums to 999)  
Use of commutative and associative principles

## II. Subtraction:

Basic combinations, as an inverse of addition.  
Three place numerals used.

Multiplication by 0, 1, 2, 3, 4, 5 (use of commutative principle to extend to other multipliers)



Meaning of multiplication and division  
Division by 1, 2, 3, 4, 5  
Terms and symbols of the four processes  
Simple order of operations  
Concept of  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ ,  $1/6$

**III. Geometry:**

Review items of Grade 1  
Find perimeter of single polygons, a figure having three or more angles and hence three or more sides, by direct investigation.

**IV. Measurements:**

Inch, foot, yard, dozen,  $1/2$  dozen, cup, pint, quart, gallon, pound, cent, nickel, dime.

Following written directions, students should investigate these concepts and record the results of their direct experiences.

Temperature: reading the thermometer  
Use of symbols = ≠  
Calendar  
Telling time  
Use of equations and open sentences  
Even and odd numbers  
Computations involving more than one operation  
Oral problems  
Written problems  
Roman numerals I to XX

Minimum Supplementary Activities

Reading:

Children will use community life as live material to write and illustrate stories and poems which will be read by them and exchanged among classmates and classes.

Research skills will be a part of the reading program.

Learning how to use the library and how to find materials for new learning will be most important. Research skills will be developed from particular individual interests not as a subject in itself. Research is not limited to a library. It encompasses



21.

the world and looking around in it.

Example: Study of city of Roxbury -

Roxbury built upon dormant volcano. Original maps of Roxbury at City Hall; architecture on Massachusetts Avenue; original puddingstone in Roxbury; zoning, redevelopment, etc.

Science:

I. Review of Grade 1 concepts:

- A. Observations of the environment
- B. Plants and Animals; characteristics of living things and understanding of basic necessities to sustain life.
- C. Weather; observation of weather phenomena and seasonal changes. Keeping weather records with evaluation of reliability of weather predictions.
- D. Solar System in Space; relationship of the sun, earth, and moon in space. Study of evidence of change in relative positions. Study of day and night phenomena.

II. Study of following through reference books and ESS study at Educational Services, Inc.

- A. Animal and Plant Adaptation; special characteristics of plants and animals which result from a long association with particular environmental conditions.
- B. Simple Machines; the use of machines to aid man to do his work more easily or quickly.
- C. Composition of the Earth; study of air, water and land.







